DOCUMENT RESUME

ED 123 640	CS 202 729

TITLE	A Handbook for Instruction in Communication Skills.
INSTITUTION	Lincolnshire-Prairie View Elementary School District, Deerfield, Ill.
PUB DATE	Jun 75
NOTE	158p.; Not available in hard copy due to marginal legibility of original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Behavioral Objectives; Composition Skills (Literary); Curriculum Guides; Elementary Education; *English Instruction; *Language Arts; Listening; Spelling

ABSTRACT

This handbook, which complements another handbook designed for reading instruction, focuses on the behavioral objectives in the four language arts skills of spelling, writing, listening, and speaking. The first section of the handbook contains an introductory statement, a diagram of the program design, and a list of the affective objectives. The other two sections of the handbook outline detailed learning objectives and specific activities in each of the four skill areas for grades one through three and for grades four through eight. (JM)

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A HANDBOOK FOR INSTRUCTION IN
COMMUNICATION SKILLS

Elementary School District 103
Lincolnshire - Prairie View
June 1975

CS 202 729

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White Section -- Behavioral Objective
Yellow Section -- Spelling
Blue Section -- Writing
Pink Section -- Listening
Green Section — Speaking

Over a period of two years, District 103 has had committees working to develop behavioral objectives in the English language arts. The following handbook, including the areas of listening, speaking and writing, complements the previously completed district handbook for reading instruction.

The foundation for this handbook is the manual produced in 1973-74. The current committee also reviewed the Walker report and collected opinions and reactions of teachers, parents, students and graduates. With these suggestions in mind, they also critically examined the 1973-74 handbook and developed the present revised and expanded version.

In the opinion of this consultant, the job done here is a thorough and commendable one. Consideration has been given to the affective domain as well as to the cognitive and psychomotor domains. Care has been taken to include detailed objectives for each of the areas, from sentence structure to parts of speech, from spelling to proofreading, and from structured oral presentations to critical listening. Furthermore, by incorporating suggested activities for the separate areas, the committee has provided a more practical handbook for teachers.

Nowhere is the affective domain more important than in the area of language arts. We sincerely hope all teachers share the view of the committee in recognizing this point: equally important with the objectives — what is taught— are the methods — how these skills are developed. True facility with the communication skills will result only from the enjoyable manipulation of the language.

As this handbook is implemented, teachers and parents can be assured that students in District 103 will experience the communication skills necessary for success during, as well as after, their school years.

Robert L. Hillerich, Ed. D.
Chairman, Department of Reading
and Language Arts
National College of Education

June 1975

ACKNOWLEDGEMENTS

Board of Education: M. J. Walker, Leonard P. Brunotte, Barbara LaPiana, Dr. John G. Kunesh, Frank O. Watt, Robert P. Ives, Thomas L. Cooper

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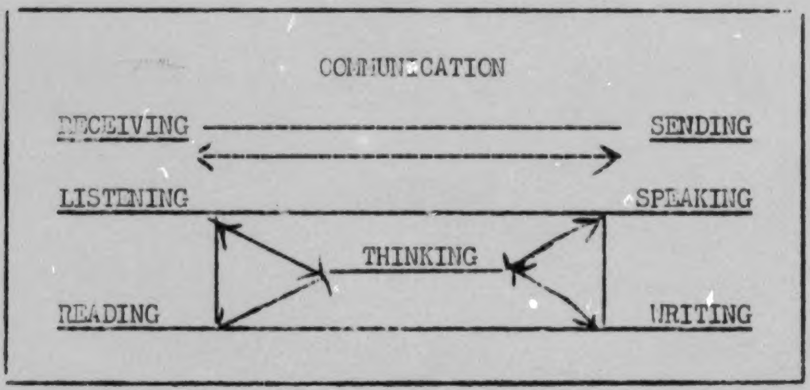
DESIGN



GENERAL STATEMENTS

1. Educational experiences in Language Arts should involve the reciprocal relationship and interaction of the five components of the communication process - listening, speaking, reading, writing and thinking.

2. These five behaviors of the communication process should develop sequentially from the simple to the complex, beginning with the oral language that the learner brings to school and working toward fuller and richer communication of his/her thoughts in writing.

3. Achievement of the instructional objectives in Language Arts should be demonstrated by application at a level of difficulty which is appropriate for each individual.

4. Instructional objectives in Language Arts should be undergoing continual revision to meet the needs of students in the district.

5. The communication process is not an isolated discipline but is basic to all other learning experiences, and these objectives deserve to be reinforced in other areas of study in schools.

OBJECTIVES RELATING TO FEELINGS AND ATTITUDES

(AFFECTIVE)

It is inherent in educational philosophy that learning takes place when one has a positive self-image. This positive self-image may be developed when each teacher assumes the responsibility to guide each child toward respect for himself. The following process of growth leads toward an integrated self:

1. CONFIDENT-SELF
    - a. Has feelings of adequacy and self-worth.
    - b. Appraises and accepts his strengths and weaknesses.
    - c. Feels secure in his attempts to express himself both in speaking and writing.
    - d. Is willing to venture and risk making errors or experiencing setbacks.

2. RESPONSIBLE-SELF
    - a. Wants to learn
    - b. Is actively curious
    - c. Demonstrates interdependence and co-operation
    - d. Uses spirit of inquisitiveness
    - e. Organizes times wisely
    - f. Feels a sense of responsibility for his own education
    - g. Has pride in his work
    - h. Shows initiative in daily activities
    - i. Is discerning/perceptive/discriminating

3. SOCIAL-SELF
    - a. Communicates self to others
    - b. Respects other's ideas
    - c. Is willing to work with others
    - d. Shares and co-operates with others unlike himself in various ways
    - e. Has appreciation for and positive attitude toward persons and cultures unlike his own

4. ADAPTIVE-SELF
    - a. Is open to new experiences
    - b. Is willing to adapt to new people and new situations.
    - c. Shows willingness to set and work toward goals
    - d. Acts in a way that is beneficial to himself
    - e. Realized that change is a way of life

KEY

X -- Introduce *

R -- Reintroduce, Review and Reinforce

* This applies to the child working at or above grade level. It is important to remember that the child working below grade level may not have been introduced or may not remember the concept.

I WRITING OBJECTIVES - PRIMARY

A. SPELLING - PRIMARY

PHILOSOPHY

The importance os spelling rests in its ability to help the writer communicate. This goal overrides the study of spelling as an isolated discipline. Success or failure of a spelling program rests as much on the existence and development of attitudes as it does on skills: children need to feel that spelling and writing are fun and important, and that knowledge of the workings of our language can be valuable for its own sake.

READINESS

Readiness for spelling is a part of the total Language Arts readiness and language development.

1. Ability to recognize, name and write letters of the alphabet correctly.
2. Mastery of left to right direction of our word structure.
3. The words to be spelled will be part of the child's aural/oral vocabulary.
4. Auditory perception and discrimination necessary to hear likenesses and differences in sounds.
5. Ability to read the words they are attempting to spell.
6. Ability to write a few simple words from memory (recall).
7. Visual perception and discrimination necessary to copy words correctly.

BEGINNING SKILLS

1. Sight-words
2. Establishment of sounds-letter association.
    a. Establishment of initial consonant sounds.
    b. Establishment of possible sound associations for vowels.
    c. Establishment of final consonant sounds.
    d. Establishment of common spelling of frequently used phonograms. (Example, "_an" is a phonogram found in such words as "ban", "fan", "can", "ran", "man", "pan", "tan", "van")
    e. Consonant diagraphs: wh_, sh_, ch_, th_.
    f. Consonant blends: pl_, br_, tr_, pr_, fr_, fl_, bl_, sp_, sw_.
    g. Vowel combinations
3. Demonstrate use of high-frequency words from research-based word lists (e.g. Hillerich).
4. Demonstrate use of study method.

EXTENSION OF SKILLS

1. Establishment of structural elements.
    a. Inflectional endings
    b. Compound words
    c. Contractions
    d. Prefixes and suffixes
    e. Possessives
    f. Plurals
2. Use of the dictionary
3. Proofreading
4. Further high-frequency words from research-based word lists (e.g. Hillerich)

The word list spelling program is made up of approximately 2,500 words to be initiated at the beginning of second grade and mastered by the end of sixth grade. (Words with * indicate high-frequency starter words for first grade. 7th grade and 8th grade teachers use an advanced word list compiled by Dr. Hillerich following the same method. The children who have not mastered the 2,500 word list will review this).

STEP #1 The teacher selects an appropriate number of words from the word list for the pre-test.

STEP #2 See diagram below for the pre-test form.

STEP #3 The student takes pre-test.

STEP #4 The student corrects own work as teacher spells words aloud.

STEP #5 Review and practice the study method below.

STEP #6 Study the words missed using the study method.

STEP #7 Final test on words missed.

Example of Pre-test form:

I	II	III
List words (fold under before giving to student)	Write words with List words folded over	Write words missed correctly

Study Method

STEP #1 Look at the word and pronounce it. (Primary students may find it beneficial to trace the word with finger)

STEP #2 Close your eyes. Try to see the word as you pronounce it, and spell it to yourself.

STEP #3 Check your spelling against correct spelling. (If you are wrong, see why, and start over at Step 1.

STEP 4 Cover the word, write it, and check again. (If you are wrong, see why and start over at Step 1).

STEP #5 Repeat Step 4. (If you are wrong, see why and start over at Step 1)

STEP #6 Repeat Step 4. (If you are wrong, see why and start over at Step 1)

SPELLING ACTIVITIES - PRIMARY

READINESS ACTIVITIES:

1. The teacher may interest the children in rhyming words by making simple two-line jingles about familiar things or people; i.e. Tom always likes to stop and look at the pet shop.
2. Show pictures of objects and have children group those which begain alike - later, those which end alike.
3. Play a game in which children clap when two words read by the teacher, begin alike.

4. Build lists of words that begin -- later, that end -- alike.

5. Go around the room having children say their names and listing words that begin alike.

6. Play school bag. Say "I will name some objects to put into your school bag. All things that begin with (for example) b, s, n, d, do belong. Tell me when I name the object it it should go in the school bag."

SPELLING ACTIVITIES

1. Pictionary:

Draw pictures to illustrate six of your spelling words. Write the word for each picture.

Example

Tree Grass Rabbit

2. Detective:

Use sharp eyes to find **your** spelling words in these mixed up letters.

Example

a. lalms - small b. ragdne - garden

3. Encoding:

a-1, b-2, c-3, d-4, e-5, f-6, g-7, h-8, i-9, j-10, k-11, l-12
m-13, n-14, o-15, p-16, q-17, r-18, s-19, t-20, u-21, v-22,
w-23, x-24, y-25, z-26

Example

b a l l 2-1-12-12	c a t 3-1-20	d o g 4-15-7

4. Make new words to rhyme with your spelling words.

5. Rebus stories and sentences.

The is on a
house hill.

6. A-B-C order.
Arrange spelling words in A-B-C order.

7. Make a word picture using your spelling words.

8. Something different:
Use your imagination and think of something different to do with your spelling words.

9. Big Chief:

a. The teacher asks for a volunteer to be the Big Chief.
b. Big Chief wears an Indian headress while he is the Big Chief
c. Big Chief chooses a student to guess which spelling word he has written under a paper teepee taped to the chalkboard. If the student guesses the word and spells it, he becomes big chief.

10. Crossword Puzzles

Give pupils some squared paper and have each create a crossword puzzle. The current spelling list may be used or, for enrichment opportunities, the names of cities or countries and words used in other areas, such as arithmetic, health, and language. Of course, meanings for words must be given by the children so that the puzzle can be solved by others.

After making the puzzles, the children copy them without the letters filled in, and exchange puzzles with classmates. Beside requiring good, clear thinking, it's fun.

11. Clock Teams

Borrow two cardboard clocks with movable hands and use for oral spelling drills. Divide the class into two teams, with a clock for each. In turn, members of each team try to spell orally the words given the teacher. For every correctly spelled word, the team can move its clock fifteen minutes. For misspelled words, the clock stops. The team covering twelve hours first, is the winner.

12. Spell-Talk Game

Once in a while children enjoy a "spell-talk" game. Two children engage in a conversation, but instead of saying the words, they are spelled out. For instance, "H-o-w a-r-e y-o-u ?" "I a-m f-i-n-e." Pair off children of equal ability. Good for gaining speed in spelling and practice in listening.

13. Challenge

Use many techniques to add variety to oral spelling. Sometimes, give a spelling word to a child and after he has spelled it call on another to agree or to challenge the spelling.

Or have a "challenge" quiz some day. One child announces, "I can spell satisfaction. Anyone want to challenge me?" Thereupon the first one spells it. If he is right, he gets one point. If he is wrong, his challenger gets a point. Then the challenger spells a word, and so on.

14. Spelling Baskets

To motivate the study of synonyms, antonyms, and homonyms make three baskets, etc. These may be mounted on colored construction paper and pinned to the bulletin board. Over one basket put letter spelling the word synonym, over another the word antonym, and over the third the word homonym.

Cut two-inch squares of writing paper and put them in a box. When a child finds two words belonging to any of these groups, he may get blank papers from the box, write the words on them, sign his name, and place them in the proper baskets. Each child tries to find as many pairs of words as possible over a given number of days. When the time limit is up, remove the slips from the baskets and the groups of words may be written on the chalkboard. Take a day or two for each basket before going on to the next one. The class determines first whether each group of words is correct before writing them on the board. All incorrect groups are discarded.

15. Make A Word

Each row in a classroom may be a team. Player one goes to the chalkboard and writes one letter. He returns to his seat and player two goes to the board and adds a second letter to the first one, trying to make a word. If the first two players have made a word, the third player starts a new word under the first one. For example: player one writes "d", player two writes "o" making the word do. Player three then writes a letter to start a new word. Some words will have three, four or five letters. The object is to see how many words your team can make. The last player touches off the first player, and the action is repeated.

Scoring: The first team to finish gets 5 points plus one point for each correctly spelled word. The other teams receive only one point for each correctly spelled word.

16. Classmate Lists

Give the children a duplicated list of children's first names (all their classmates) when you introduce this spelling lesson. Let them decide the testing procedure. Put a reminder on the blackboard so that when they have a few minutes, they will study the list. Even if you get perfect papers at the end of a week, review the names again at the end of the year.

17. Tell All You Know

One child chooses a word from the spelling list and tells all he knows about the particular word. For example, "I am thinking of a noun. It is a common noun. It is a one-syllable word. It has two vowels; the first vowel is long, the second vowel is silent. We ride on it (road)". The child chosen to guess the word writes it on the chalkboard. If he writes the word correctly, he then tells all he knows about another word from the spelling list, and the game continues.

17. (cont) Clues for guessing may include: Description as a common, proper, singular, plural or possessive noun; the number of syllables; a prefix or suffix; silent letters; sounds of the initial consonant or blends; compound words; contractions; finding little words or the base word; rhyming words; homonyms, antonyms, the meaning of the word; and the words with more than one meaning.

18. Find The Root

For unusual spelling drill, start with such words as happened, passed, baking, looks. Then have children take off the ending to find the root, on which each word was build. Especially good practice for such words as having, which has to have an e added to make the base word.

Exemple

happened	passed	taking
happen	pass	take

19. Two To A Sentence

It is standard practice to have children use a word in a sentence. Try having them use at least two of the words in a sentence, or seeing who can use the most spelling words in a sentence. Also put sentences on the board, each of them having two blanks for spelling words.

20. More Than One Way

Make a list of spelling words which may be spelled correctly in more than one way; center-centre, theater, theatre are examples.

21. Balloon Man

Use a balloon man for interest. Make two copies of him on large poster sheets. Add enough paper circles representing balloons so that there is one for each pupil for each day of the week. Divide the class into two teams. If a pupil misspells a word, he "bursts" a balloon, and the word is written correctly on it and given to him. The team having the balloon man with the most balloons left at the end of the week is the winner.

22. To review spelling words, divide your class into five groups. Each person picks the hardest ten words he has experienced. The chairman compiles a group list, striking out duplicates. Use one of those tests each day for a week. Don't worry if a word occurs on several lists. It proves that many children have a problem with it.

23. Ask children to spell selected words encountered on TV commercials.

24. Have children give different ways of writing the various sounds, as long e.

ea as in beak
ee as in speed
ei as in receive
ie as in frieze
e - consonant - silent as in recede

25. Have a written spelling bee using the chalkboard.

26. Use a tachistoscope for presentation of new words.

27. The teacher may indicate the number of misspelled words on a pupil's manuscript but not the actual words misspelled. The pupil finds his misspelled words.

28. Provide for letter writing with the editing done by the class as a whole or in groups.

29. Have pupils keep individual notebooks of new words encountered in subject matter texts which the children would like to learn how to spell.

30. Put a list of words on the board which includes several known words in addition to spelling words. Have the children put the words in alphabetical order.

The 190 Starred Starter Words in Order of Frequency of Use (4 original lists)

Robert L. Hillerich
April, 1975

Midyear Norms, based on individual recognition testing in three school districts:
+ = Grade 1 (N=186)—89 words were known by 50% or more of pupils.
Grade 2 (N=208)—all words were known by 50% except through (47%)
Grade 3 (N=208)—all known by 75%, except through (71%, Every (61%), were (50%).

+ the
+ and
+ a
+ to
+ of

+ in
+ it
+ is
+ was
+ I

+ he
+ you
+ that
+ for
+ on

they
+ with
+ have
+ are
+ had

+ we
+ be
+ one
+ but
+ at

+ when
+ all
+ this
+ she
+ there

+ not
+ his
as
were
would

+ so
+ my
+ out

from
+ up
+ will
+ do
+ said

+ then
what
+ like
her
+ go

+ them
time
+ if
+ some
about

+ by
+ him
+ or
+ can
+ me

+ your
+ an
+ day
their
other

very
could
+ has
+ look
+ get

+ now
+ see
our
+ two
+ into

+ did
over
+ how

+ down
back
just
year
+ little

+ make
who
after
people
+ come

+ no
because
first
more
many

know
made
thing
went
+ man

want
way
+ work
which
+ good

well
came
new
+ school
+ too

been
think
+ home
+ house
+ play

+ old
long
+ where

only
much
+ us
+ take
name

+ here
say
got
around
any

use
place
put
+ boy
water

also
before
+ off
through
right

ask
most
should
don't
than

three
found
these
saw
find

tell
+ help
every
again
another

+ big
night
thought

last
away
each
never
while

+ took
men
next
may
+ Mr.

give
show
once
something
+ room

must
didn't
always
+ car
told

why
small
children
still
head

left
white
let
world
under

same
kind
+ keep
+ am
best

better
soon
four

"Starter Words" c 1973, Robert L. Hillerich

Select 5 lists of 12 words for review.
(*=difficult & high frequency words:
good for review selections)

GRADE 2 (Revised 11-70)

4 weeks @ 5 words = 20 words
23 weeks @ 12 words = 276 words
TOTAL 296 words

Difficulty: 0=0-9% error; 1=10-19%;
2-20-29%; etc.
(Lists 1 -4 are all "0" words (0-9% error)

Lesson:

2	3	4	
is	book	on	cat
big	look	in	bed 1
it	but	me	see
not	hat	by 3	a
fun	at		I
			let 2

5	6	7	8
go 0	into 0	days 1	hit 0
can 0	thing 0	stay 0 you 0	boys 1
old 0	man 0	books 1	bags 1
fast 0	bus 0	call 1	an
she 1	as 1	game 1	has 1
eat 1	his 0	dinner 1	next 1
	ran 1		if 1
fish 1	ball 1	milk 1	men 1
put 1	sing 2	beds 1	like 2
well 2	give 2	off 2	now 2
then 2	candy 3		daddy 3
father 3	told 3	baby 3	long 3
		went 3	

9 (Review)	10	11	12
next	fat 0	going 0	car 0
then	he 0	nice 0	best 0
father	sat 1	fly 1	all 1
fish	elf 1	will 1	have 1
candy	run 1	found 1	made 2
thing	name 1	to 2	bird 2
dinner	five 1	jump 2	saw 3
off	wet 2	bring 3	wish 3
baby	money 2	from 3	jaw 4
she	hill 2	*other	*there 5
daddy	*soon 3	*they 5	*said 5
long	*over 3	dresses 7	*their 7

13	14	15(review)	16
good 0	my 0	didn't	cap 0
bank 0	part 0	their	week 0
this 1	for 1	other	dad 1
that 1	am 1	they	mouse 1
here 1	try 1	over	do 1
cold 2	ice 2	money	eating 2
balls 2	are 2	when	happy 2
help 3	four 3	there	dear 3
Santa 4	with 3	what	jumped 3
*what 4	*when 4	said	*after 4
*where 5	houses 5	where	story 4
Christmas7	*didn't 7	from	*people 7

17
no 0
sun 0
was 1
last 1
away 2
today 2

ride 2
helping 3
take 3
*school 4
read 4
*because 7

18
may 0
ring 0
toy 1
box 1
one 2
green 2

of 3
*your 3
took 4
been 4
Indian 5
dressed 7

19
and 0
more 0
food 1
start 1
her 1
sit 2
had 1

say 3
store 3
water 4
fishing 5
before 6

20
be 0
card 0
or 1
room 1
owl 1
find 2

new 2
three 3
*our 4
getting 6
running 6
much 3

21 (Review)
people
after
because
school
your
our

room
getting
before
Indian
been

22
feet 0
way 0
time 1
got 2
sleep 2
doll 2

fire 3
coat 4
brings 4
dress 4
white 6
*little 5

23
red 0
lake 0
home 1
did 1
playing 2
glad 2

work 3
*house 4
balloon 4
girl 4
train 5
*around 6

24
up 0
day 0
boot 1
live 1
fireman 1
hen 1

back 2
mother 2
just 3
brother 4
*know 4
coming 5

25
the 0
duck 0
pen 0
us 1
boy 1
calling 2

stop 2
*about 3
feel 4
*who 4
use 5
letter 6

26
yes 0
hand 0
pan 0
tree 1
come 1
called 2

tell 2
too 3
*very 4
gave 3
*think 5
*could 6

27(Review)
know
little
around
coat
white
balloon

who
use
letter
very
think
could

28
dog 0
kitten 1
paw 1
bad 1
love 1
saying 2

down 2
lot 3
*want 4
*night 4
first 5
hurt 6

29
cow 0
barn 1
make 1
bag 1
him 1
two 2

games 3
*don't 3
*were 4
keep 4
any 5
*every 6

30
dark 0
walk 0
doing 1
so 1
get 1
snow 2

some 3
*them 3
sister 4
black 4
morning 5
*would 5

31
cake 0
year 0
came 1
pet 1
out 1
play 2

apple 3
how 3
ask 4
blue 4
bang 5
yellow 5

32(Review)
want
were
don't
every
would
morning

yellow
blue
ask
first
night
hurt

GRADE 3

27 weeks C 17 words = 459 words
(+5 review C 17 each)

1

jar 0
hall 0
fell 0
clay 0
pool 0

swim 1
salt 1
keeper 1
clean 1
wash 1
mail 1

tire 1
summer 2
bet 2
*upon 3
stories 4
curl 4

2

ten 0
lamp 0
lives 0
rope 0
robin 1

soap 1
team 1
rug 1
yet 1
table 1
afternoon 1

second 2
strong 2
weed 2
teach 3
tired 3
uncle 4

3

ink 0
need 0
Mr. 0
sea 0
cowboy 0

head 1
pick 1
sound 1
near 1
child 1
word 1

dream 1
why 2
only 2
Tuesday 3
*doesn't 4
*caught 4

4

ham 0
art 0
singer 0
funny 0
nine 0

kiss 1
floor 1
wind 1
turn 1
lasted 1
pond 1

*that's 1
supper 1
boxes 2
met 2
*teacher 3
pencil 4

5

tan 0
town 0
kite 0
mud 0
stand 0

boat 1
move 1
show 1
talk 1
nose 1
sorry 1

puppy 2
mailman 2
aunt 3
*clothes 4
catch 4
putting 4

6

win 0
line 0
land 0
cart 0
string 0

city 1
lived 1
clock 1
low 1
air 1
pin 1

asking 2
making 2
downstairs 3
brought 4
*always 4
*piece 5

7

became 0
door 0
moon 0
gate 0
along 0

dish 1
part 1
world 1
mile 1
cannot 1
hid 1

dirt 2
good-by 2
better 2
broke 3
chief 3
bigger 4

8 (Review)

uncle
stories
doesn't
always
brought

piece
pencil
nose
that's
broke
clothes

teach
better
only
sorry
catch
ink

9	10	11	12
king 0	gun 0	ship 0	fine 0
asks 0	thank 0	inside 0	rock 0
pull 0	nut 0	pole 0	leg 0
end 0	slide 0	net 0	bath 0
paper 1	right 1	high 1	won 1
babies 1	class 1	truck 1	body 1
sky 1	I'll 1	hide 1	bread 1
birds 1	others 1	party 1	longer 1
oh 1	fight 1	own 1	gray 1
bear 1	each 1	player 1	behind 1
someone 1	I'm 1	colder 1	drop 1
let's 2	desk 1	begin 2	change 2
also 2	asked 2	*Mrs. 2	merry 2
everybody 3	place 2	eight 2	across 2
lovely 4	tribe 3	kept 3	*friend 3
animal 4	littlest 4	chicken 3	goes 3
*until 4	again 4	south 2	heard 4

13	14 (Review)	15	16
cage 0	everybody	six 0	kind 0
hair 0	heard	outside 0	camp 0
far 0	animal	send 0	stove 0
helper 0	someone	shop 0	bone 0
burn 1	inside	test 0	melt 0
add 1	behind	born 1	snowball 1
blow 1	desk	pony 1	small 1
paint 1	tribe	road 1	reading 1
dance 1	littlest	gond 1	set 1
plant 1	again	lay 1	meat 1
sometime 1	until	lunch 1	than 1
fair 2	asked	rider 1	deep 1
both 2	learn	fed 2	drive 2
Santa Claus 4	change	seen 2	late 2
anything 3	lovely	church 3	lion 3
learn 3	helpers	picture 3	carry 3
third 4	Santa Claus	watch 4	race 1

GRADE 3

17

swing 0
light 0
cry 0
pink 0
log 0

winter 1
close 1
bright 1
left 1
flying 1
spell 1

neck 1
*buy 2
*leave 3
sister's 3
boy's 3
country 4

18

under 0
band 0
top 0
mad 0
brown 0

flat 0
cent 1
street 1
even 1
please 1
shall 2

birthday 2
I'd
great 3
*wasn't 3

visit 4
says 4

19

working 0
feed 0
grow 0
hay 0
pie 0

Monday 1
dishes 1
arm 1
full 1
cream 1
something 1

throw 2
*few 2
knowing 2
began 3
hadn't 3
using 5

20 (Review)

visit
sister's
birthday
watch
lion

fed
even
leave
church
wasn't
lunch

buy
few
pictures
something
I'd
I

21

key 0
kill 0
open 0
sang 0
same 0

lock 0
bard 1
boots 1
hold 1
can't 1
cook 1

front 2
children 2
*almost 2
*we're 3
raw 3
which 5

22

wool 0
hop 0
egg 0
most 0
song 0
ago 0

hunt 1

window 1
bunny 1
sell 1
does 2

basket 2
giant 1
rabbit 2
taking 3
tiger 3
Easter 4

23

mine 0
tall 0
fill 0
bell 0
hard 0

mix 1
round 1
sick 1
spring 1
poor 1
done 2

meet 2
pair 2
*many 2
*another 3
large 3
stopper 5

24

garden 0
lost 0
fall 0
sheep 0
foot 0

rain 1
liked 1
eye 1
warm 1
corn 1
brothers 2

horse 2
these 2
*should 3
cookies 3
ice cream 3
*Saturday 5

25	26(Review)	27	28
rose 0	giant	drink 0	must 0
side 0	Saturday	cup 0	Sunday 0
face 0	mean	hope 0	river 0
news 0	face	ear 0	pig 0
frog 0	tiger	nest 0	bud 0
flag 0	used	gift 0	push 0
flower 1	raw	shot 1	storm 1
bit 1	children	grade 1	trip 1
miss 1	likes	ever 1	stick 1
likes 1	cookies	hear 1	hello 1
Friday 1	ice cream	wait 2	hole 1
closer 2	should	apples 2	loud 2
ground 2	many	knew 2	chair 2
used 2	another	*might 3	having 2
wear 5	thought	biggest 5	Thursday 3
mean 3	Easter	happiest 6	happily 7
*thought 3	bunny	greatest 4	happier 6

29	30	31	32 (Review)
darts 0	mark 0	wing 0	biggest
looking 0	named 0	wood 0	pig
seed 0	tonight 0	hot 0	we'll
skin 0	cut 0	bat 0	ever
fox 0	never 0	bug 0	pretty
bee 0	tent 0	sand 0	color
thick 0	rest 1	number 0	guess
grass 1	ate 1	its 1	it's
lip 1	farm 1	it's 1	happiest
once 1	those 1	dime 1	apples
sent 1	sled 2	still 1	afraid
yours 2	write 2	bringing 2	giving
while 2	laid 3	closed 2	bringing
above 2	feeling 3	guess 3	Wednesday
we'll 3	giving 3	*pretty 3	write
theirs 6	afraid 3	*color 3	knew
they're 6	Wednesday 7	stopped 7	might

B. PENMANSHIP OBJECTIVES - PRIMARY

		GRADE		
		1	2	3
Objective: The student should be able to demonstrate correct usage of handwriting skills by:				
1.	Demonstrating correct and comfortable posture, placement of paper, holding of pencil when writing.	X	R	R
2.	Correctly writing capital letters where they touch the top and bottom line of alternately lined paper. Small manuscript letters are half the size of the capital letters.	X	R	R
3.	Demonstrating correct movement of pencil from left to right, and from top to bottom, in the space provided.	X	R	R
4.	Demonstrating correct manuscript writing through uniform spaces between letters and words.	X	R	R
Objective: The student should be able to write in manuscript form by:				
1.	Correctly writing letter groupings such as stick letters, round letters, hump letters, tall letters, slant letters, tail letters, double or compound curve letters. (Writing program for first grade)	X	R	R
2.	Correctly writing numerals 0 to 9.	X	R	R
3.	Correctly writing first and last name in manuscript form.	X	R	R
Objective: The student should be able to make the transition from manuscript to cursive writing by:				
1.	Demonstrating correct and comfortable posture, placement of paper, holding of pencip when writing.	X	R	R
		(2nd semester)		
2.	Demonstrating correct movement of pencil appropriate for letters being formed.	X	R	R
3.	Correctly writing lower case, upper case and numerals using straight line, slant line, circle letter, oval, bell, point orphan letters. (See writing program for second grade)	X	R	R
4.	Demonstrating legibility in cursive writing through letter formation and proper use of connectives between letters.	X	R	R
5.	Demonstrating legibility in cursive writing through uniform size, slant and spacing.	X	R	R

HANDWRITING PROGRAM FOR FIRST GRADE

The printing method is started in Kindergarten and continued in first grade. We do not use a manuscript workbook. Instead, we use dittos that have reproduced lines on paper so that the students will have these sheets for their worksheet.

The following, are some suggestions concerning the mechanics of teaching printing at the first grade level:

Practice Period for Grade 1 - 20 minutes daily at the beginning of the school year.

Posture

1. Sit facing the desk squarely.
2. Assume a comfortable, erect, forward leaning position.
3. Rest both forearms on the desk.
4. Keep the writing arm close to the body. Position the other arm so that the hand can rest on the side on the writing paper.
5. Keep both feet flat on the floor.

Paper

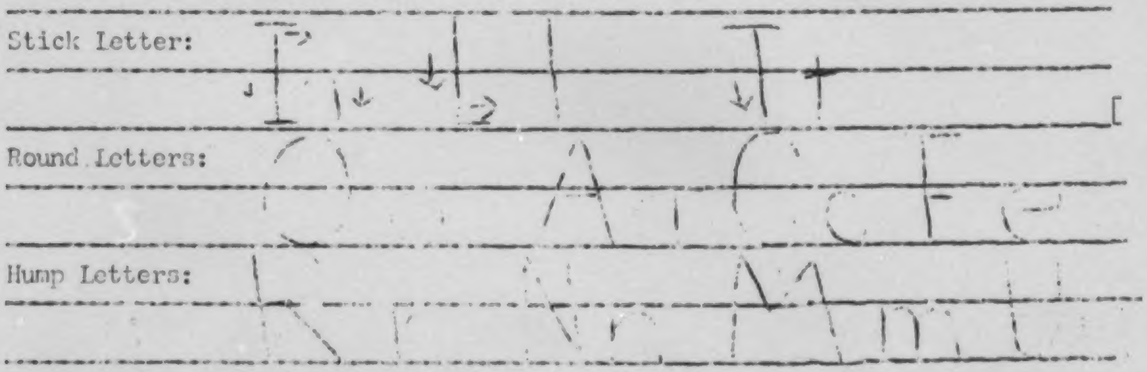
1. The paper should be held straight on the desk with the edge of the paper parallel to the edge of the desk.
2. If the child has difficulty maintaining proper paper position, try putting a piece of tape on the child's desk.
3. For the left-handed child tilt the top of the paper toward the right sufficiently for the child to see what he is writing.

Introducing the Letters

Letters of the alphabet are presented in order of increasing difficulty. The letters F and E are separated by H and Z so that the child will not confuse them.

All capital letters must touch the top line and sit on the base line. Small manuscript letters are one half the height of capital letters and are written between the guideline and the baseline.

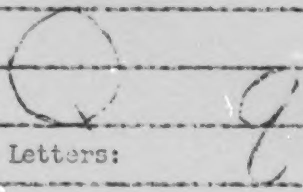
It is suggested to teach the letters are partners. Letter groupings may be taught in the following order:



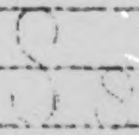
Tall Letters:

Slant Letters:

Tail Letters:



Double or Compound Letters:



Manuscript writing should be taught on the basis of circles and straight lines.

HANDWRITING PROGRAM FOR SECOND GRADE

The cursive writing program is started the second semester of second grade. It is not necessary to use a cursive writing workbook. Instead, dittos, alternate lined ½" paper and chalkboard may be used.

The following are some suggestions concerning the mechanics of teaching cursive writing at the second grade level:

Posture:

1. Sit facing the desk squarely.
2. Assume a comfortable, erect, forward learning position.
3. Rest both forearms on the desk.
4. Keep the writing arm close to the body. Position the other arm so that the hand can rest on the side of the writing paper.
5. Keep both feet flat on the floor.

Paper Position for Right-handed Writers:

1. Tilt the paper towards the right so that the lines of the paper and the writing arm form a right angle.
2. Position the paper on the desk so that the writing will be done directly in front of the body.
3. Place the left hand at the top of the paper so that both arms will always be on the desk.
4. Pull the down strokes toward the center of the body in order to secure uniform slant.

Paper Position for Left-handed Writers:

1. Tilt the top of the paper toward the right sufficiently for the child to see clearly what he is writing.
2. Use reverse body positions to those used for right-handed writers.
3. Research is not clear concerning left-handed writers. Therefore procedures must be flexible.

Writing Instrument:

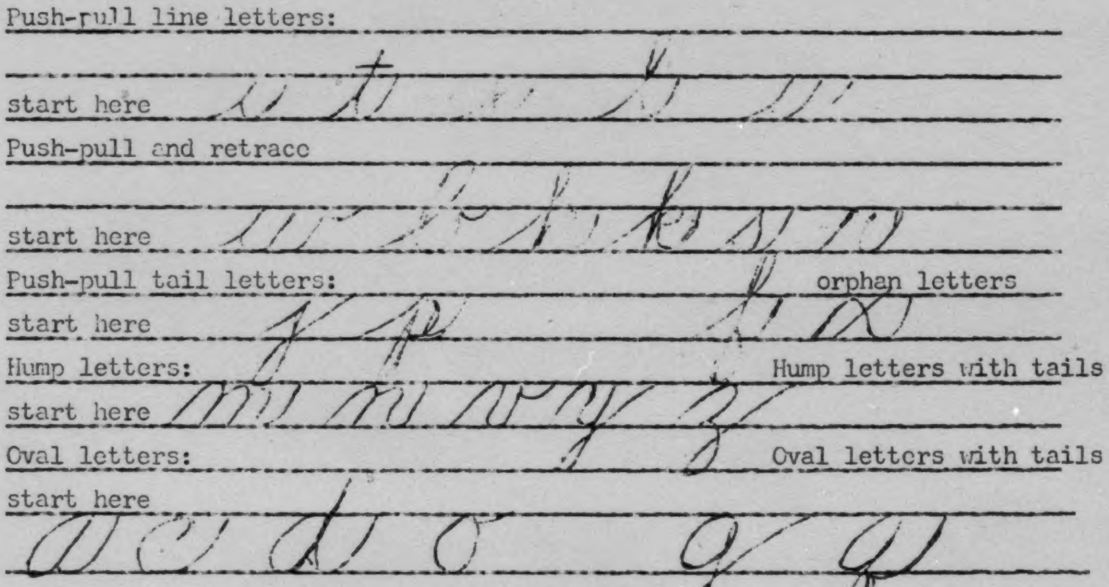
1. Pencil should be held lightly with the thumb and middle finger.
2. The first finger should rest on the top of the pencil about one inch from the point. (Note: for the left-handed student, this measurement should be about an inch and a half.)
3. The tip of the thumb should be higher on the pencil that the tip of the first finger.
4. The pencil should have a sharp point.
5. The writing instrument is not lifted after each letter.

Devices for Introducing the Letters:

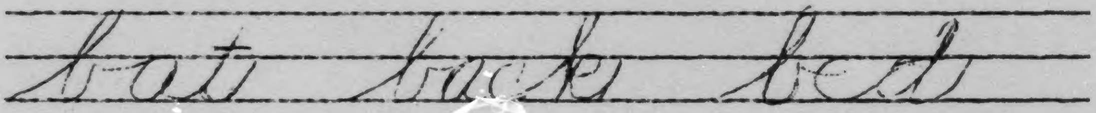
1. Tracing over letters on paper or the chalkboard.
2. Tracing with fingers on wood.
3. Copying from demonstrations (to see the formation of letters in action).
4. Copying from correct forms in books, manuals, on paper or the chalkboard.
5. Forming letters in the air.
6. Exercises using push, pulls, ovals, circles and lines.

7. Guidance of childs' hand by the teacher.
8. Chalkboard practice and training.

It is suggested to teach letters in partners. Letter groupings may be taught in the following groupings:


Push-pull line letters:
start here
Push-pull and retrace
start here
Push-pull tail letters:
orphan letters
start here
Hump letters:
Hump letters with tails
start here
Oval letters:
Oval letters with tails
start here

Connecting strokes are the ending stroke of one letter and the beginning stroke of the next.


bat back bed

Oval Letters: Start here

Cane Letters: Start here

Cane and boat ending stroke:

Curved line and boat ending stroke:

Start here

Double Loop Letters: Orphan Letter

Capital letters that connect to a following letter:

A B C E G H I J K M N R S U Y Z

Grade three - Review transition and continue cursive writing.
Grades four through eight -- Refine the cursive writing style; review and keep manuscript for special needs.

C. PUNCTUATION

Objective: The student should be able to demonstrate correct usage of punctuation elements in writing at the appropriate level of difficulty by:

1. Demonstrating in writing correct usage of:

		GRADES		
		1	2	3
a.	Period at end of a sentence	X		
b.	Period in abbreviation	X	X	R
c.	Question mark	X	R	R
d.	Exclamation mark	X	R	R
e.	Colon when writing time	X	R	R
f.	Apostrophe in a contraction	X	R	R
g.	Apostrophe for plural possession			X
h.	Apostrophe for singular possession	X	R	R
i.	Quotation marks for spoken message	X	R	R
j.	Hyphen to divide a word		X	R

2. Demonstrating correct usage of commas in writing:

		1	2	3
a.	Commas in dates and places	X	R	R
b.	Commas to show noun of addess; e.g., (Mary, please close the door)		X	R
c.	Commas to set off words in a series	X	R	R
d.	Commas to set off quotations		X	R
e.	Commas to set off simple phrases in series		X	R

D. CAPITALIZATION

Objective: The student should be able to demonstrate correct usage of capitalization elements in writing at the appropriate level of difficulty by:

1. Demonstrating correct usage of capitalization in writing.

		1	2	3
a.	Capitalize the word, "I"	X	R	R
b.	Capitalize first letters of a name	X	R	R
c.	Capitalize first word of a sentence	X	R	R
d.	Capitalize proper noun	X	R	R
e.	Capitalize first letters in titles		X	R

E. SYNTAX/GRAMMAR

Objective: The student should be able to demonstrate understanding of correct syntax/grammar usage in writing at the appropriate level of difficulty by:

1. Applying sentence structure concepts:

		1	2	3
a.	A telling sentence	X	R	R
b.	An asking sentence	X	R	R
c.	Exclamatory sentence	X		

			GRADE	
		1	2	3
d.	Combine short basic sentences		X	R
e.	The subject part of the sentence		X	R
f.	The action part of the sentence		X	R
g.	Making the sentence negative			R
h.	Using action verbs without helpers			X
i.	Using linking verbs			X
2.	Applying noun concepts:			
a.	Nouns are naming words		X	R
b.	Distinguishing common and proper nouns			X
c.	Distinguishing singular and plural noun forms	X	R	R
3.	Applying verb concepts:			
a.	Verbs are action words		X	R
b.	Verbs should agree with the subject			X
c.	Simple past tense verb forms			X
4.	Applying pronoun concepts:			
a.	Uses personal pronouns		X	R
5.	Applying adjective concepts:			
a.	Adjectives are describing words for nouns			X
6.	Applying adverb concepts:			
a.	Adverbs are describing words for action verbs			X

F. INFORMATIONAL WRITING

Objective: The student should be able to communicate information in written form at the appropriate level of difficulty by:

1.	Writing a complete simple sentence in answer to a question.	X	R	R
2.	Writing the following letter forms			
a.	Thank you note	X	R	R
b.	Invitations	X	R	R
c.	Greetings	X	R	R
d.	Friendly letters		X	R
e.	Address an envelope		X	R
f.	Letter of request			X
3.	Writing a topic report in the students' own words		X	R
4.	Writing a book report	X	R	R
5.	Reporting an event in writing:			
a.	Information from a news item		X	R
b.	Describe a field trip		X	R
c.	Give a written weather report		X	R
d.	Give a personal interview			X

G. CREATIVE WRITING

Objective: The student should be able to communicate ideas in written form at the appropriate level of difficulty by:

	GRADES		
	1	2	3
1. Writing a make-believe story of at least three sentences.	X	R	
2. Writing a fictional paragraph about people, animals, places or things.		X	R
3. Writing a story that tells who, what, when, where and why.		X	R
4. Writing a story using story starter words, phrases, or pictures.	X	R	R
5. Writing a paper in paragraph form from a selected main idea and title it.			X
6. Writing a story using descriptive words and phrases			X
7. Writing a tale of fantasy		X	R
8. Writing a poem (Rhyming or non-rhyming)		X	R
9. Writing a simple biography, including the person's name and at least two other facts about him/her.			X
10. Writing a tall-tale.			X

H. PROOFREADING

Objective: The student should be able to apply his ability to use proofreading skills in the following procedures:

	1	2	3
1. Proofreading for mechanics			
a. Capitalization	X	R	R
b. Punctuation	X	R	R
2. Proofreading for spelling		X	R
3. Proofreading for neatness	X	R	R

Robert L. Hillerich
National College
Foster G. McGaw Graduate School
Evanston, Il.
1973

Raising Writers--Some Ideas

A. Some Basic Principles:

Writing is communication; it is not an exercise in mechanics.

Correlates of good writing:
- Powers of observation
- Creative thinking
- Feeling for words and language
- Pre-writing time--to discuss, observe, think ...
- Desire to say something

Criteria for evaluating written expression by the writer:

Did I say what I wanted to say?	--Clarity
Did I say it in an interesting manner?	--Interest Appeal
Did I say it correctly?	--Courtesy (Mechanics)

B. Some Ideas to stimulate writing:

1. "If I were . . ." (e.g., a pencil, an old tennis shoe, etc.)
2. "What if . . ." (all the world were green; snow were ice cream)
3. Favorite sounds (onomatopoetic words); smells (sensory words); etc.
4. What is (soft, hard, etc.)? What is (softer, etc.) than . . .
5. A visitor from outer space sees our world. (metal monster kidnaps humans--car), etc.
6. A (worm's) eye view of (a boy digging for bait), etc.
7. On the spot reporter: take a book event and write about it as if you were there and it happened in your town.
8. Newspaper headlines: write a headline relating to a book or to an event at school. (Relates to form class vs. structure words)
9. Daffy dictionary: make a nonsense dictionary, including pronunciations and meanings. Write a story using some of the nonsense words.
10. Mixed up animals (Elehare=elephant/hare; Tigeroo= tiger/kangeroo, etc.) Tell how they got that way, what they do, etc.
11. How is a (watermelon) like a (mouse)? Strange comparisons. (see: Making It Strange, Harper)

12. An exchange of letters between favorite book characters. (e.g., Paul Bunyan to Captain Stormalong)

13. A new ending for a favorite story.

14. A new adventure for a favorite character.

15. Imaginary origins for:
    a. idiomatic expressions, e.g., don't stick your neck out, head in the clouds.
    b. multiple meanings of words, e.g., picked (up), pick (tool), pick (to dig).
    c. letter of the alphabet, e.g., why b and d are different.

16. Write literal stories using idioms (ala Amelia Bedelia), e.g., dust the chairs, hit the ceiling,lost his voice, etc.

17. Parody of familiar story, e.g., "Goldie Bear and the Three Locks."

18. Origins ala Kipling's Just So Stories, "How the . . . ."

19. What can you do with a . . . (rock, piece of string, etc.)

20. Tall Tales.

21. Draw and write description or directions for a new toy; a Rube Goldberg contraption.

22. Fun with Acronyms, e.g., why the North Union Travelers Society changed their name (NUTS).

23. Write directions for performing some common activity. Then teacher should act out the directions literally. There will probably be need for revision.

24. Connotations of words--write an article using negative words, positive words, neutral words. (same article)

25. Use comics to gain control over quotation marks.

26. Older children enjoy writing books (stories) for first graders. Use starter words.

27. Write definitions for known words or names of objects--begin by analyzing what a good definition consists of (a) class, (b) discriminating elements)

28. Write a paragraph at two extreme levels of abstraction, specific and general--compare effectiveness.

29. Rewrite a familiar tale using divergent thinking. What if . . . e.g., What if all 3 Billy Goats (Gruff) had been small?

30. Propaganda -- Begin by analyzing ads; write a persuasive ad for an imaginary article.

31. Descriptions -- 4-6 pictures (or children in class) should be numbered and placed for all to see. Have children write a description of the one of their choice without naming it. Share descriptions to see if item can be identified. Discussion should lead to ideas for rewriting more specifically.

32. Sentence patterns -- NP-VP: (*ala Shufflebook*) Use cards (5x8 if you want illustrations) and have pupils write NP's beginning with *and* on one side and verb phrases on the other. When the cards are shuffled, humorous sentences usually result.

C. Use models as a means of getting kids started.

33. Particularly appealing paragraphs from children's literature, e.g., *Henry Huggins'* description, *Junket's* description. Discuss in terms of word choices, style, viewpoint, etc., i.e., *why* do we like this paragraph?

34. Similes, e.g., *White Snow, Bright Snow* (Duvoisin): "Automobiles looked like big fat raisins burried in the snow." Lead to children writing similes, e.g., As difficult as (finding a contact lens in a dark theater.)

35. Alliteration/rhythm, e.g., *Burt Dow Deep Water Man* (McClosky): "The giggling gull teetered on the tip of the tiller and laughed fit to split."

36. Creative combinations, e.g., Wishes, Lies, and Dreams (Koch): "I wish I had . . . a coat of wishes . . . a crowd of friendliness.

37. Sensory words and rhyming couplets, e.g.,

> With a hustling, bustling, rustling sound,
> The wind chases leaves around the ground.

D. Keep a language log—every child should have a notebook or folder in which to jot down scraps of ideas, words, examples from newspapers,etc.

38. Just fun with words—rhyming names:

a hard of hearing cook -- a deaf chef
barber who cuts little boys' hair --nipper clipper
a gruesome tale --gory story

39. Homophone fun: What do the following have in common?

key maker and a Jewish delicatessen manager--locks/lox
rabbit and a writer --tails/tales
tiger and a minister --preying/praying

40. Compound fun: Illustrate parts of compounds, e.g., did you ever see a board/walk, head/light, etc.

41. Invent new words for (a broken chair, a letter opened by mistake).

42. Sentence (paragraph of the month: Examples where no one can find a better word or a better way to say what was said.

43. Connotation from sound (Syd Harris, 9-3-71): Are sn- words unpleasant? (sneer, snare, snob, etc.): sl-? sq-? Other?

44. Connotation of color words (Syd Harris): white (flag, livered,); black (list, ball,); red; yellow.

45. Haiku: a word picture of three lines (5, 7, 5 syllables) usually related to nature. (Example from grade 3):

One little raindrop
Fell down on a little leaf
Others came to join

46. Cinquain:

Puppy	-1 wd.	Title
Fluffy ball	-2 wds.	Description
Frisky, wagging, jumping	-3 wds.	Action
Partner and gentle pal	-4 wds.	Feeling
Pet	-1 wd.	Re-title

47. Silly Dilly:

If I were a frog
I'd live on a log.

48. Limerick:

There once was neighbor names Diz
With a rocket that still had a fizz
That rocket exploded
Before the man knowed it
Now nobody knows where he is.

49. Concrete ("Form") Poetry:

u
o n
a r d word.
d e

S A well_pəuɹnʇ phrase

50. Diamente:

Kitten	1 noun
fluffy, brown	2 adjectives
pawing, jumping, flopping	3 verbals
animal, friend, pet, pest	4 nouns
playing, stalking, sleeping	3 verbals
cuddly miniature	2 adjectives
cat	1 noun

51. Palindromes: Same forward and backward)

Words: mom, madam, etc.
Sentences: Was it a bar or a bat I saw?

52. Acrostics (Word squares):
Borgmann, Tribune, 3/4/73

a p p l e
r e l a x
o r a t e
m i n e r
a l e r t

53. In addition to individual language logs, you might keep a class book of favorites--original and models. Children should always have the option to make changes or substitutions in their sample.

54. Newspapers, magazines, library books, provide a wealth of new ideas and materials. Have pupils aware of and looking for examples of:

Good descriptions
Unusual ways of saying things
Appropriate word choices
Proofreading errors (especially if humorous)
Slant or bias in writing
Propaganda techniques

---

55. Examine with children examples of clear, specific writing. Let them rewrite just the essence to see the difference good word-choice has made.

This example is from John Ciardi, Saturday Review, 11/6/71, p.26.

> Then suddenly--better than song for its instant--a hummingbird the color of green crushed velvet hovers in the throat of my favorite lily, a lovely high bloomer I got the bulbs for but not the name. The lily is a crest of white horns with red dots and red velvet tongues along the insides of the insides of the petals and with an odor that drowns the patio. The hummingbird darts in and out of each horn in turn, then hovers an instant, and disappears.

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56. And we expect kids to Proofread!

From: Syd Harris, Daily News, 7/14/71

> Around 1760, a number of the pro fessors in Edinburgh University attempted to publish a work that would be a perfect specimen of typographical accuracy. Six experienced proofreaders were employed, who devoted hours to the reading of each page.
> After it was thought to be perfect it was pasted up in the hall of the university, and a reward of 50 pounds offerdd to anyone who could detect an error it it. Each page remained hanging for two weeks. When the work was issued it was discovered that several errors had been committed-one of which was in the first line on the first page!

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57. Finally, the comics afford a wealth of starters for language logs.

ACTIVITIES FOR THE MECHANICS OF COMPOSITION

PRIMARY/INTERMEDIATE

1. Magic Bags:

   Children build sentences from words in a bag.

2. Surprise Box:

   Box contains pictures. Child opens box, puts pictures in pockets for sequence, then makes up captions for each picture.

3. Sprain Your Brain:

   Pupils make a list of colors, book characters, TV personalities, places, etc. then use words from list with words "I wish" to make sentences.

4. Code Sentences:

   Compose sentences using secret code, scrambled letter or rebus words.

5. Punctuation Game:

   To demonstrate that punctuation marks represent pauses or changes in pitch, assign a code word/noise to go with each mark. (ex plink =,; tweet=? bang= ! thud= .) Pupils read a story aloud making corresponding word/noise each time they come to a punctuation mark.

PROOFREADING CHECK LIST:

Zero in on one skill at a time for a given period of time.

1. Have you capitalized the first word, the last word and all important words in the title?
2. Do all your sentences have complete thoughts?
3. Have you capitalized the first word in each sentence?
4. Have you capitalized the word "I" wherever you have used it?
5. Have you used the correct punctuation mark at the end of each sentence?
6. Have you checked the spelling of each word? (Do this "backwards" from last part of composition to the beginning.)
7. Have you used "is", "are", "was", and "were" correctly?
8. Have you indented the first word in a paragraph?
9. Is your paper neat?
10. Is your handwriting easy to read?

SENTENCES DEFINED BY INTONATION OF VOICE:

1. A period for a full stop (indicated by final fall of intonation
2. A question mark for interrogative intonation.
3. An exclamation mark for an exclamatory intonation.
4. Commas for series, indicated by a special suspended intonation.
5. Commas for setting off words and the separation of clauses when the sustained intonation is interrupted by a partial drop.

PATTERNS TO COMPOSE SENTENCES:

Set up patterns to create sentences ranging from noun-verb to complex

Ex:	Name of thing (noun)		What did it do (verb)	
	who (noun)	did what (verb)	where or when (adverb)	to whom (noun) or what
	did what (verb)	where (adverb)	(because) "because"	why Dependent clause

CREATIVE WRITING ACTIVITIES

1. Write a self book. Illustrate
   I am ... I like ... I wish... I live at...
   I don't like ... I am happy when... I am unhappy when ...
   I cry when... The most important thing - that ever happened to me...
2. If I were stories. Illustrate.
   If I were a doctor nurse, scientist, etc.
3. What if . . . there were no grocery stores, etc.?
4. Listen to sounds - (Nature, city, etc.) Write a story.
5. Put a short story on the board without an ending - student writes his own ending.
6. Write a story about magazine pictures given to each child.
7. One minute stories - Write a story for one minute - each child continues the story.

8. Make a book about colors. Illustrate. Lace together with yarn

Example:
A tree may be green
A wagon may be red
A kite may be yellow

9. Just Suppose stories. Illustrate. You may compile several into a book.

Example: Just suppose you broke your mothers' favorite vase--what would you do? etc.

10. Make a pretend film strip from paper. Fold a sheet of 12x18 drawing paper in half. Cut along the crease. Fold each strip in half, then fourths. Glue the two strips together. You should have eight boxes:

Example:

Transportation

A car is a form of transportation

A boat is transportation

An airplane is transportation

You may use any subject:

1. Plant uses
2. Water uses
3. The five senses
4. Orders of animals
5. Kids of weather

LEARNING CONTRACT

1. What do you want to find out?

2. Where will you get your information?

3. WHat kind of materials will you use?

4. Will you work alone or with someone else?

5. How do you plan to share your information?

When will you be finished?

6. When will you be finished?

____

____

Student________________________

Teacher________________________

Date________________________

II LISTENING OBJECTIVES - PRIMARY

A. ORAL DIRECTIONS

Objective: The student should be able to demonstrate the ability to follow oral directions at the appropriate level of difficulty by:

		GRADE		
		1	2	3
1.	Following oral directions for drawing pictures.	X	R	R
2.	Demonstrating completion of an oral two-step direction.	X	R	R
3.	Demonstrating completion of an oral three-step direction.		X	R
4.	Demonstrating completion of an oral four-step direction.			X
5.	Following directions for written assignments in the classroom.	X	R	R

B. RECALLING INFORMATION

Objective: The student should be able to demonstrate recall of specific information given orally at an appropriate level of difficulty by:

1.	Responding correctly to questions asking for specific details or an oral story.	X	R	R
2.	Listening to a message and reporting it back correctly.	X	R	R

C. INTERPRETING INFORMATION

Objective: The student should be able to interpret information given orally by:

1.	Stating appropriate title, after listening to a story.	X	R	R
2.	Stating the main idea, after listening to a story.	X	R	R
3.	Retelling an oral story, putting events in proper sequence.	X	R	R
4.	Predicting an outcome of an oral presentation.	X	R	R
5.	Identifying the cause of a given effect in an oral presentation, and/or state the effect of a given action.	X	R	R
6.	Drawing conclusion based on an oral presentation.	X	R	R
7.	Identifying the purpose of an oral presentation, as:			
	a. To entertain	X	R	R
	b. To inform	X	R	R
	c. To persuade			X

D. ANALYZING INFORMATION

Objective: The student should be able to analyze an oral message by:

		GRADE		
		1	2	3
1.	Choosing the most meaningful intonation of a sentence presented in three different tones of voice.	X	R	R
2.	Identifying two expressions "verbal andnon verbal" which represent the mood of the speaker.	X	R	R
3.	Identifying an oral presentation as either fact or fantasy.	X	R	R
4.	Evaluating facts from an oral presentation by using his/her own personal experience and/or knowledge.	X	R	R

E. APPROPRIATE BEHAVIOR

Objective: The student will demonstrate courteous behavior by:

1.	Not interrupting another speaker.	X	R	R
2.	Not asking a question that has already been answered.	X	R	R
3.	Confining questions and remarks to the subject.	X	R	R
4.	Waiting until the current question is answered before raising his/her hand to force a new question.	X	R	R

SUGGESTED LISTENING ACTIVITIES — PRIMARY

1. What Happens Next? Read aloud part of a story which is unknown to the pupils and have them suggest what will happen next.

9 2. Poem of the Week: Have a corner or a carrel in a corner of the room. The child sits at the booth and listens to a poetry tape. He may illustrate the poem on a piece of paper.

3. Following Directions: The group is divided into 2 or 3 teams. The teacher gives a series of directions, perhaps three or four specific things to do. Each child who can follow the directions accurately and in order scores one point for his team.

4. Supply the Word: The teacher reads a selection, omitting one or more word in each sentence. Have them tell the missing word.

5. Listening for Sounds: Children close eyes and try to identify sound made by the leader such as sound of chalk on board, rapping on window, or snapping of fingers.

D. ANALYZING INFORMATION

Objective: The student should be able to analyze an oral message by:

	GRADE		
	1	2	3
1. Choosing the most meaningful intonation of a sentence presented in three different tones of voice.	X	R	R
2. Identifying two expressions "verbal and non verbal" which represent the mood of the speaker.	X	R	R
3. Identifying an oral presentation as either fact or fantasy.	X	R	R
4. Evaluating facts from an oral presentation by using his/her own personal experience and/or knowledge.	X	R	R

E. APPROPRIATE BEHAVIOR

Objective: The student will demonstrate courteous behavior by:

	GRADE		
	1	2	3
1. Not interrupting another speaker.	X	R	R
2. Not asking a question that has already been answered.	X	R	R
3. Confining questions and remarks to the subject.	X	R	R
4. Waiting until the current question is answered before raising his/her hand to force a new question.	X	R	R

SUGGESTED LISTENING ACTIVITIES — PRIMARY

1. What Happens Next? Read aloud part of a story which is unknown to the pupils and have them suggest what will happen next.

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5. Listening for Sounds: Children close eyes and try to identify sound made by the leader such as sound of chalk on board, rapping on window, or snapping of fingers.

III SPEAKING OBJECTIVES - PRIMARY

A. VERBAL SKILLS

Objectives: The student should be able to demonstrate the use of speaking skills by:

		GRADE		
		1	2	3
1.	Varying the pitch of his/her voice in a given situation.	X	R	R
2.	Varying the volume of his/her voice in a given situation.	X	R	R
3.	Demonstrating appropriate intonation in a given situation.	X	R	R
4.	Demonstrating eye contact, correct posture, and poise when speaking to the class.	X	R	R
5.	Using oral delivery skills in a given choral/speaking activity.	X	R	R

B. INDIVIDUAL PRESENTATION

Objective: The student should be able to present specific information and ideas orally by:

1.	Responding orally to specific information questions with appropriate answers.	X	R	R
2.	Orally giving directions for a game		X	R
3.	Retelling a story in correct sequence.	X	R	R
4.	Demonstrating correct telephone skills	X	R	
5.	Restating a message, summarizing it in his/her own words.	X	R	R
6.	Telling how to report a fire, call the police, or other emergency reports.	X	R	R
7.	Telling about the action in a given picture.	X	R	
8.	Telling a personal experience.	X	R	R
9.	Giving a short oral report on a given topic.	X		
10.	Supplying the words to complete a thought (frag.)	X		
11.	Completing an incomplete story orally.		X	R
12.	Assembling any necessary A.V. aids.		X	R
13.	Introducing a person informally.	X	R	R

C. GROUP PRESENTATION

Objective: The student should be able to participate in group discussions by:

		GRADE 1	2	3
1.	Demonstrating courteous behavior by taking turns speaking in small groups. 0	X	R	R
2.	Making responses during a group discussion appropriate to the topic.	X	R	R
3.	Interviewing another person	X	R	R
4.	Role playing	X	R	R

D. DRAMATIC PRESENTATION

Objective: The student should be able to use body language and oral delivery skills in dramatic presentations at an appropriate level difficulty by:

		GRADE 1	2	3
1.	Pantomiming a simple given situation	X	R	R
2.	Dramatizing a simple story or poem using appropriate words and gestures.	X	R	R
3.	Dramatizing an original story or impromptu situation using appropriate words and gestures.		X	R

SUGGESTED SPEAKING ACTIVITIES - PRIMARY

Interviewing:

1. Interview a classmate and then introduce him to the class
2. State a broadcast--students interview each other on a mock radio broadcast, on tape recorder or over p.a. system.
3. Take a survey of class members on any topic and orally present results to class.
4. Interview a parent.
5. Determine questions to be asked the interviewee in a group situation.

Group Discussion:

1. Debates
2. Brainstorming on a project or topic while a student takes notes.
3. Invite a person to class and have a panel interview him before the class.
4. Solving a given problem through group discussion.
5. Conversation groups with designated group leader (also good to analyze role-playing).
6. Panel discussion with preparation.

Dramatics:

1. Puppet shows.
2. Individual or group presentation of an original scene.
3. "On the spot" dramatization of a situation determined by the teacher. (Ex: "you are walking to school and see smoke on a roof. Soon you see a spark of fire. Run to the door and let the person who lives inside know about it.")
4. Dramatize a social situation (Ex: How to ask for a job.)
5. Dramatize historical event. Read about an event, child writes a skit and creates a scene. (Ex: men around a campfire at Valley Forge.)
6. Storytelling as a character from the story.
7. Act Out (read passage from book)
   Oral Interpretation (book reports)
8. Spontaneous role-playing.
9. Choral reading of poetry.
10. Advertise a product "on-the-spot".
11. Making an experience chart.
12. Interpretation of pictures.

Oral Games:

1. Tongue-twister reading contest.
2. Telephone game.
3. Sentence completion games.
4. Add on to a story ("on my way home, I bought apples, bananas, cakes, ...)

Speech Making

Points to Remember:

1. Wait until the audience is ready.
2. Stand naturally, not stiffly or slouching.
3. Speak slowly and distinctly.
4. Speak loudly.
5. Know your material
6. Look at your audience.
7. Be enthusiastic.
8. Finish your speech before starting to your seat.

(Review by
(recording
(speeches

STUDY SKILLS

Rating the Speaker:

Prepare a slip of paper about 3 x 5 inches for each speaker. Use them as follows:

1. When a person gives a talk, write his name at the top of the slip.
2. Number each slip from 1-8 and write the word comments below
3. When a speaker begins, put your pencil down and listen.
4. When he has finished, refer to the evaluation chart and rate him on the slip of paper.
    a. Use the following key: G--Good
    S--Satisfactory
    N--Needs improvement

    Be as fair and accurate as you can.
    b. Write any special comments at the bottom.
    c. Sign your name at the bottom.

Speaker ______	
1.	5.
2.	6
3.	7.
4.	8.
Comments:	

Speaker Darly E	
1. G	5. N
2. G	6. N
3. S	7. G
4. S	8. S
Comments: Be careful not to use ah, [illegible]	
	David H

5. Pass the slips to the speaker after everyone is finished. He should not look at them, but should put them in his desk until the self-evaluation time at the end of all the speeches.

Name: ______________________

Date:

Speech Number									
Waited until the audience was ready									
Stood correctly									
Spoke slowly & distinctly									
Spoke loud enough									
Knew the material									
Looked at the audience									
Was enthusiastic									
Finished speech before starting to seat									

I WRITING OBJECTIVES --- INTERMEDIATE/UPPER

A. Spelling Program

Philosophy:

The importance of spelling rests in its ability to help the writer communicate. This goal overrides the study of spelling as an isolated discipline. Success or failure of a spelling program rests as much on the existence and development of attitudes as it does on skills: Children need to feel that spelling and writing are fun and important, and that knowledge of the workings of our language can be valuable for its own sake.

Spelling Objectives:

Objective: The student will be able to demonstrate the correct use of the following structural elements in spelling words in his written work.

1. Inflectional endings
2. Compound words
3. Contractions
4. Prefixes and suffixes
5. Possessives
6. Plurals

Objective: The student will be able to demonstrate his ability to correctly use the dictionary to spell words he does not know.

Objective: The student will be able to demonstrate the use of high frequency words from research-based word lists (e.g. Hillerich)

1. Further high-frequency words from research-based word lists (e.g. Hillerich)

The word list spelling program is made up of approximately 2,500 words to be initiated at the beginning of second grade and mastered by the end of sixth grade. (Words with * indicate high-frequency starter words for first grade. 7th and 8th grade teachers use an advance word list compiled by Dr. Hillerich following the same method. The children who have not mastered the 2,500 word list will review this).

STEP 1. The teacher selects an appropriate number of words from the word list for the pre-test.
STEP 2. See diagram below for form used.
STEP 3. The student takes pre-test.
STEP 4. The student corrects own work as teacher spells words aloud.
STEP 5. Review and practice the study method.
STEP 6. Study the words missed using the study method.
STEP 7. Final test on words missed.
STEP 8. Keep a record of progress.

Example of Pre-test form:

1 List Words	2 Pretest	3 Corrections
(This portion is folded under when pre-test is given to children)	(Write words with list words folded under)	(Write corrected words)

STUDY METHOD:

STEP 1. Look at the word and pronounce it. (Primary students may find it beneficial to trace the word with finger)
STEP 2. Close your eyes. Try to see the word as you pronounce it, and spell it to yourself.
STEP 3. Check your spelling against correct spelling. (If you are wrong, see why and start over at Step 1.)
STEP 4. Cover the word, write it and check again. (If you are wrong, see why and start over at Step 1.)
STEP 5. Repeat Step 4. (If you are wrong, see why and start over at Step.1.
STEP 6. Repeat Step 4. (If you are wrong, see why and start over at Step 1

GRADE 4

27 weeks @ 20 words - 540
(+5 review @ 20 each)

1
grand 0
son 0
thin 0
life 0
smart 0

bean 1
seat 1
rather 1
rubber 1
fry 1

September 2
bottle 2
aren't 2
*whole 3
bought 3

wrote 3
hasn't 3
shouldn't 4
mountain 5
certain 7

2
less 0
alike 0
wide 0
alive 0
pay 0

block 1
dr[illegible] 1
baseball 1
spider 1
cabin 1

bike 1
brighter 2
listen 3
skate 2
mother's

often 3
*decide 3
Dad's 3
sign 4
quite 4

3
spot 0
[illegible] 0
step 0
date 0
point 1

join 1
airport 1
woke 1
tooth 1
thankful 1

rode 1
ticket 1
enjoy 2
build 3
finish 2
library 3

fifty 3
careful 3
paid 4
wreck 5

4
post 0
bedroom 0
lead 0
brave 0
horn 0

he's 0
meal 1
October 1
drove 1
space 1

spend 1
o'clock 1
grew 2
*there's 2
awhile 3

*I've 3
orange 3
kitchen 3
twelve 4
*surprise 5

5
wheel 0
sport 0
past 0
north 0
brick 0

cost 1
purple 1
seal 1
tiny 1
fur 1

ahead 1
circle 2
movie 2
present 2
worm 2

death 2
month 3
saddle 3
barrel 3
coffee 5

6
pot 0
wolf 0
midnight 0
dig 0
ocean 0

alone
hotel 1
trick 1
treat 1
size 1
weather 1

ghost 2
drew 2
upstairs 2
Halloween 3

witch 3
follow 3
agent 2
plain 4
*though 5

7
gold 0
kid 0
bill 0
awake 0
ant 0

goat 0
short 1
shore 1
pass 1
half 1

playground 1
felt 2
bowl 2
moss 3
*family 3

*answer 3
cheese 3
America 4
telephone 3
women 5

8 (Review)
mother's
coffee
surprise
twelve
o'clock

whole
family
wreck
witch
certain

careful
spider
mountain
I've
answer

though
America
Halloween
there's
decide

GRADE 4

9

case	0
page	0
oil	0
slip	0
nail	0
fix	1
November	1
noon	1
daylight	1
break	2
desert	2
wagon	2
pound	2
ready	2
isn't	3
bare	3
led	3
eighteen	3
*through	5
*threw	5

10

grandfather	0
grandmother	0
age	0
inch	0
grandpa	1
grandma	1
math	1
penny	1
God	1
coin	1
turkey	2
beg	2
noise	2
company	3
Thanksgiving	3
either	3
stood	3
angel	4
evening	4
whose	6

11

asleep	0
without	0
become	0
dive	0
bake	1
hook	1
reach	1
fence	1
brush	1
dead	1
real	1
holiday	2
program	2
nearly	2
roll	2
tight	3
laugh	3
trouble	3
enough	4
microscope	6

12

fit	0
wall	0
rainy	0
gum	0
row	0
December	1
hung	1
pack	1
stock	1
amount	1
nobody	1
phone	1
slept	2
candle	2
bloom	2
somewhere	3
wore	3
*together	3
reindeer	6
sleigh	6

13

rice	0
slow	0
list	0
cast	0
ruler	0
free	0
true	1
suit	1
hold	1
track	1
eve	1
loose	2
voice	2
brother's	2
easy	2
*won't	3
busy	3
between	3
shoot	4
*minute	6

14 (Review)

reindeer
sleigh
through
microscope
trouble

minute
company
won't
shoot
wore

evening
December
whose
threw
Thanksgiving

together
brother
enough
isn't
laugh

15

belong	0
driver	0
butter	0
sack	0
nurse	1
shirt	1
mind	1
famer	1
base	1
dirty	1
hurry	1
*maybe	2
bottom	2
earth	2
famous	3
early	3
planet	3
cotton	4
you'll	4
bullet	6

16

drank	0
luck	0
tip	0
beside	0
mice	1
seem	1
twenty	1
silk	1
mess	1
teeth	1
sleepy	1
sunny	2
mostly	2
silver	2
valley	2
woman	3
sight	3
coal	3
engine	4
toward	6

GRADE 4

17	18	19	20 (Review)
cover 0	spent 0	mouth 0	sudden
spoke 0	west 0	glass 0	rocket
cast 0	rang 0	sharp 0	toward
state 0	report 0	care 0	wrong
slid 1	forgive 0	study 1	planet
arrow 1	crash 1	tear 1	bullet
sweet 1	beach 1	bow 1	silver
spoon 1	fort 1	yard 1	remember
shoe 1	hang 1	yesterday 1	button
rocket 1	dug 1	soft 1	doctor
nothing 1	bite 1	star 1	thirty
everywhere 2	spread 2	stairs 2	February
scare 2	clothing 2	*wrong 2	everyone
*everyone 2	pocket 2	monkey 2	worry
haven't 2	chase 2	raise 3	maybe
poem 3	police 2	pear 3	you'll
during 3	pants 3	fairy 3	January
worry 3	January 4	button 4	engine
*sudden 5	February 7	marry 6	cotton

21	22	23	24
jet 0	crown 0	lawn 0	queen 0
March 0	trap 0	plan 0	dust 0
cab 0	forgot 0	map 0	shape 0
sad 0	sold 0	smoke 0	rule 0
finger 1	note 0	ranch 0	zoo 0
bush 1	fireplace 1	seven 1	wife 1
cool 1	taken 1	sore 1	peas 1
thousand 1	cross 1	sale 1	climb 2
highway 1	tie 1	cloth 1	everything 1
wooden 1	snake 1	tail 1	wheat 2
able 2	war 1	sir 1	self 2
health 2	draw 1	somebody 2	leaves 2
gym 2	beat 2	blew 2	*happen 2
sugar 2	load 2	corner 2	picnic 3
young 2	breakfast 2	Mister 3	attack 3
middle 3	fresh 2	cause 3	quick 3
magic 2	freeze 2	different 3	quiet 3
*couldn't 4	hungry 3	board 4	field 3
*reason 4	catcher 4	fourth 4	mighty 4
league 9	*believe 7	tomorrow 6	business 6

25

cave 0
shell 0
smell 0
save 0
wire 0

deer 1
sock 1
airplane 1
wonder 1
club 1

share 2
April 2
anybody 2
captain 3
sure 3

*wouldn't 3
fifteen 3
secret 4
instead 4
diamond 7

26 (Review)

happen
tomorrow
believe
catcher
league

diamond
middle
board
couldn't
reason

secret
mighty
hungry
wouldn't
fourth

instead
somebody
sure
cause
problem

27

May 0
tea 0
rich 0
newspaper 0
jail 0

plane 1
trade 1
branch 1
lamb 1
seventh 1

flew 2
forest 2
single 2
circus 3
heart 3

princess 3
quit 4
else 4
special 5
*you're 7

28

chop 0
heat 0
unless 0
honey 1
pipe 1

strange 1
shout 1
army 1
plenty 1
spelling 1

heavy 2
knee 2
invite 2
knife 2
potato 3

Bible 4
whistle 4
cousin 5
cabinet 5
*beautiful 7

29

pop 0
job 0
August 4
match 0
being 1

lie 1
crew 1
broken 1
lady 1
huge 1

himself 1
such 2
policeman 2
brain 2
oak 2

bubble 3
already 3
mirror 3
recess 3
squirrel 8

30

feast 0
bunch 0
herself 0
smile 0
stage 1

enter 1
cattle 1
chew 1
June 1
feather 1

chick 1
silly 1
stuck 2
cottage 2
interesting 2

problem 2
act 2
escape 3
really 3
*probably 8

31

nap 0
junk 0
sail 0
till 0
belt 0

person 0
porch 1
July 1
spy 1
myself 1

history 1
hour 1
anyway 2
station 2
patch 2

vacation 2
hundred 3
sew 4
ankle 5
chocolate 7

32 (Review)

whistle
ankle
beautiful
Bible
cousin

chocolate
probably
cabinet
you're
special

person
mirror
squirrel
potato
heart

else
sew
princess
quit
hundred

GRADE 5

27 weeks @ 20 words-540
(+5 review @ 20 each)

1

golden 0
shake 0
fork 0
jelly 0
basketball 0

contest 0
flash 0
explore 1
guide 1
changed 1

hockey 1
polite 2
fifth 2
stare 2
verse 2

view 3
creek 3
aim 3
weigh 3
wrap 4

2

unhappy 0
cement 0
rise 0
spoil 0
soup 0

bench 0
northern 1
battle 1
leaf 1
prize 1 9

seventy 1
lonesome 2
forward 2
court 2
American 2

capital 3
metal 3
whether 3
continue 3
*against 4

3

main 0
sheet 0
apart 0
welcome 0
slave 0

toast 0
prove 1
sink 1
lazy 1
fool 1

sweater 1
nation 1
theater
carried 2
machine 2

worth 2
fields 3
minutes 3
careless 3
earliest 5

4

score 0
oven 0
science 0
kick 0
trail 0

boss 0
brook 0
important 1
group 1
crack 1

sour 1
iron 1
lace 2
ladies 2
address 2

juice 2
choice 3
since 3
allow 4
*course 4

5

gay 0
trust 0
clear 0
safe 0
peace 0

jolly 0
discover 1
center 1
speak 1
breath 1

adventure 1
dangerous 2
signed 2
daughters 2
causes 2

possible 3
piano 3
pitcher 4
awful 4
certainly 5

6

below 0
pointed 0
she's 0
float 0
ditch 0

sort 0
bucket 1
elephant 1
island 1
return 1

angry 1
strike 2
bait 2
electric 2
pumpkin 3

seek 3
you've 3
heel 4
worst 4
stomach 5

7

tore 0
leather 0
shine 0
speed 0
ill 0

path 0
lean 1
begun 1
lesson 1
trunk 1

ugly 1
struck 2
acre 2
geese 2
chain 2

reasons 3
explain 3
thief 4
scene 4
speech 5

8 (Review)

certainly
worst
scene
possible
earliest

pitcher
whether
continue
minutes
explain

view
stomach
against
allow
awful

heel
weigh
speech
course
wrap

9	10	11	12
wild 0	stone 0	bar 0	grape 0
sunshine 0	power 0	torn 0	sixth 0
weak 0	blast 0	blood 0	tax 0
hate 0	broom 0	yell 0	vine 0
remind 0	fold 0	navy 0	dare 0
United States 0	thunder 0	peach 0	plate 0
whenever 1	earn 1	turtle 1	grown 1
nor 1	scared 1	pail 1	fried 1
cloud 1	mistake 1	chose 1	fact 1
follow 1	raft 1	bravery 1	chalk 1
period 2	officer 1	anyone 2	birth 1
restless 2	scream 2	hammer 2	except 2
folks 2	puddle 2	taught 2	purse 2
who's 2	cousins 2	truth 2	known 2
finally 3	throat 2	fought 2	closet 2
force 3	cheeck 3	blond 3	practice 3
pale 3	flies 3	toss 3	anyhow 2
themselves 3	remembered 3	unknown 3	several 4
model 4	borrow 4	slippery 4	clebrate 4
rotten 5	carefully 5	neighbor 5	pleasant 5

13	14 (Review)	15	16
yourself 0	model	chance 0	onto 0
lad 0	submarine	count 0	bull 0
rid 0	blood	clown 0	form 0
sidewalk 0	pleasant	railroad 0	spare 1
mill 0	usually	shelf 1	signal 1
lift 0	neighbor	modern 1	leap 1
check 1	themselves	trace 1	scout 1
least 1	slippery	pillow 1	understand 1
united 1	sidewalk	hobby 1	matter 1
neat 1	several	he'll 1	pal 1
ax 2	remembered	wonderful 1	basement 1
perfect 2	celebrate	expect 2	perhaps 1
artist 2	flies	appear 2	knit 2
factory 2	rotten	among 2	sentence 2
forty 2	yelled	brighten 2	dozen 2
promise 3	beauty	blouse 3	knocked 3
submarine 4	promise	sandwich 3	government 3
language 4	pale	wrist 4	destroy 4
beauty 4	borrow	surrounded 4	canoe 4
usually 6	carefully	sincere 5	cellar 5

17

leader 0
nature 0
joke 0
march 0
breeze 1

we'd 1
holidays 1
what's 1
couple 1
bother 1

pitch 1
capture 2
motor 2
useful 2
you'd 2

question 3
excuse 3
lose 3
earlier 5
sense 6

18

bathing 0
bend 0
airplanes 0
cash 0
tank 0

blown 1
she'll 1
straw 1
freedom 1
harm 1

comb 1
message 2
needle 2
steal 2
brake 2

favorite 3
honor 3
search 4
lying 5
forgotten 6

19

anywhere 0
duty 0
toe 0
subject 0
protect 1

foolish 1
pile 1
seventeen 1
season 1
dreamed 1
press 1
husband 1
fruit 2

apron 2
baking 2

choose 3
climbed 3
supply 4
suppose 5
saucer 6

20 (Review)

holiday
question
governement
suppose
forgotten

excuse
March
sandwich
climbed
cellar

saucer
destroy
sincere
lose
wrist

earlier
search
lying
pillow
knocked

21

goose 0
wake 0
wave 0
drum 0
order 0

deliver 1
touch 1
blanket 1
noises 1
pasture 1

moment 1
sneeze 2
joy 2
future 2
lonely 2

background 3
pilot 3
empty 4
believed 6
Negro 5

22

county 0
butterfly 0
bent 0
rainbow 0
farther 1

softball 1
fear 1
gentle 1
sweep 1
double 1

tune 1
quarter 2
quickly 2
although 2
queer 2

quietly 3
built 3
pieces 4
happiness 5
citizen 5

23

market 0
sank 0
shut 0
sixteen 0
law 0

coast 1
sixty 1
drill 1
notice 1
proud 1

bold 1
weight 2
worse 2
copy 2
upper 2

laundry 2
thirteen 3
ought 4
haul 5
regular 5

24

price 0
gown 0
booklet 0
roof 0
pump 1

favor 1
wipe 1
waste 1
none 1
reached 1

idea 1
industry 2
shook 2
suffer 2
unfair 2

drown 3
bicycle 4
surprised 4
believing 6
beginning 7

25

glove	0
hike	0
powder	0
braver	0
deck	0
mask	0
office	1
western	1
froze	1
gasoline	1
frost	1
enemy	2
choke	2
figure	2
stuff	2
terrible	3
tough	4
rough	4
bicycles	5
receive	7

26 (Review)

beginning
rough
tough
citizens
surprised

receive
background
Negro
built
believed

happiness
empty
thirteen
haul
pieces

stuff
regular
terrible
quietly
believing

27

pain	0
blame	0
square	1
stream	1
grant	1
ladder	1
blind	1
taste	1
pleased	1
twice	1
buffalo	2
fail	2
meeting	
repair	2
screen	2
million	3
helicopter	4
furniture	4
suggest	5
journey	6

28

charge	0
rake	0
aid	1
bridge	1
edge	1
congress	1
agree	1
skirt	1
flood	1
oranges	2
burned	2
dew	2
garage	2
crowd	2
television	3
ache	4
weren't	4
general	4
guard	6
niece	7

29

hours	0
besides	0
drawing	0
thorn	1
action	1
whom	1
dried	1
package	1
radio	1
honest	2
hospital	2
stake	2
caused	2
stole	2
bacon	2
cities	3
president	3
unusual	6
easily	6
imagine	7

30

obey	0
cape	0
tool	0
soil	0
danger	0
stamp	0
thread	1
invent	1
cheer	1
cute	1
distance	2
crumbs	2
excited	2
extra	2
bulb	2
crackers	3
faint	4
answered	4
breathe	7
accident	8

31

price	0
shade	0
master	0
fog	0
hose	0
fovever	0
roar	1
monster	1
Washington	1
travel	1
village	1
eleven	2
maid	2
coach	2
laughed	3
chimney	3
poison	4
dollars	4
banana	5
especially	9

32 (Review)

accident
niece
faint
imagine
helicopter

journey
guard
poison
breathe
unusual

ache
suggest
crackers
dollar
easily

answered
laughed
bananas
weren't
especially

GRADE 6

27 weeks @ 20 words - 540
(+5 review @ 20 each)

1

prey 0
remain 0
shaking 0
value 0
courage 0

native 0
speeding 0
seasons 1
actually 1
straight 1

directions 2
final 2
traveling 2
stir 2
lightning 2

brakes 3
daily 3
arrive 4
neighborhood 5
astronaut 5

2

drift 0
wound 0
print 0
effort 0
orbit 0

conduct 0
advance 0
feathers 1
improve 1
insect 1

borrowed 1
magazine 2
creep 2
creatures 2
ceiling 2

arrange 2
ski 3
lettuce 4
strangely 5
college 5

3

sailor 0
crime 0
port 0
mate 0
silent 1

sigh 0
formed 1
original 1
mystery 1
museum 1

calm 2
reply 2
capsule 2
accomplish 2
height 2

recognize 2
length 3
dessert 4
professor 4
aisle 5

4

demand 0
apartment 0
rush 0
collect 0
drag 0

handle 1
dull 1
salad 1
protection 1
ancient 1

settlement 1
anxious 2
surface 2
stiff 2
beard 2

machines 3
entered 4
losing 4
doubt 5
naughty 6

5

method 0
wheels 0
buildings 0
direct 0
duties 0

condition 0
direction 0
smooth 1
central 1
university 1

bury 2
all right 2
announced 2
relief 2
difference 2

series 2
attic 3
pirate 4
position 4
medicine 6

6

beyond 0
clouds 0
shaped 0
vote 0
design 0

alarm 0
castle 1
smiled 1
joined 1
giants 1

blooming 2
narrow 2
bothering 2
contain 2
society 2

soldiers 3
planning 3
drumming 4
balanced 5
grocery 6

7

bounce 0
whale 0
create 0
safety 0
movement 0

passage 0
meanwhile 0
boom 0
comfortable 1
fault 1

chances 2
waist 2
entire 2
circles 2
cracked 2

daughters 3
fasten 3
decided 4
author 4
appointment 6

8

doubt
planning
position
decided
pirate

naughty
medicine
grocery
author
strangely

neighborhood
decided
astronaut
losing
appointment

entered
balanced
fasten
arrived
drumming

9	
greet	0
student	0
flame	0
slight	0
peanut	0
divide	0
bound	1
level	1
written	1
deed	1
gather	0
camera	2
settle	2
sword	2
yield	2
similar	2
allowed	3
account	5
practically	4
fountain	6

10	
within	0
hollow	0
thousands	0
depend	0
sample	0
section	0
swept	0
operation	1
fooled	1
chosen	1
prepare	2
composition	2
knock	4
population	2
difficult	2
collar	3
forth	3
embarrassed	3
costume	4
blizzard	5

11	
shown	0
record	0
bay	0
deal	0
purpose	0
whisper	0
fuel	0
eighth	1
steel	1
channel	1
advice	1
labor	2
union	2
accidentally	2
rescue	2
expected	3
exclaim	3
perfume	3
calendar	4
heavily	5

12	
century	0
file	0
writer	0
manage	0
liquid	0
swift	0
chest	0
decorate	1
removed	1
exciting	2
haunted	2
serve	2
experience	2
guest	2
service	2
knowledge	3
fierce	3
innocent	3
supplies	4
angrily	6

13	
ourselves	0
property	0
delight	0
silence	0
pure	0
located	1
Europe	1
member	1
powerful	1
calmly	1
electricity	1
compared	1
allowance	2
collecting	2
opinion	2
healthy	3
ninety	3
handkerchief	6
principal	6
principle	7

14 (Review)

principal
fountain
forth
practically
supplies

principle
account
fierce
blizzard
ninety

calendar
handkerchief
embarrassed
costume
angrily

exclaimed
heavily
opinion
section
expected

15	
furnish	0
timber	0
support	0
council	0
portable	0
fever	1
object	1
automatic	1
command	1
various	1
manner	1
transportation	1
nineteen	2
handsome	2
bunches	2
empire	2
nuclear	2
extremely	3
refrigerator	4
hurrying	7

16	
lack	0
tried	0
split	0
claim	0
style	0
claim	0
admit	0
discovered	1
voyage	1
realize	1
conversation	1
afford	1
praise	2
buried	2
association	2
scenery	2
struggle	2
control	3
quarrel	3
article	4
receiving	7

17

frozen 0
charged 0
tunnel 0
popular 0
prevent 0

clerk 0
heaven 0
finished 1
southern 1
dumb 1
disease 1

awoke 1
terribly 1
junior 1
strength 1

organ 2
correct 3
character 3
noticed 3
frightened 4

18

angle 0
we've 0
equal 0
crop 0
sandwiches 0

measure 0
quality 0
owner 1
amazed 1
success 1

consider 1
capitol 1
agreed 1
ribbon 2
breathed 2

wander 2
pleasure 3
pattern 3
intelligent 3
assignment 7

19

avoid 0
jungle 0
cheap 0
slower 0
reward 0
shovel 0

include 0
ordinary 0
soldier 1
judge 1

argument 1
passenger 1
border 1
examination 1
ashamed 2

pajamas 3
exercise 3
excellent 3
pupil 4
nickel 7

20 (Review)

consider
assignment
pleasure
pupil
excellent

article
nickel
hurrying
wander
refrigerator

receiving
frightened
character
exercise
struggle

pattern
quarrel
avoid
ordinary
include

21

habit 0
envelope 0
defeat 0
tasted 0
partner 0

thinking 0
gang 1
freezing 1
pour 1
balance 1

valuable 1
civilization 1
organization 1
instance 2
ironing 2

excused 3
attend 3
opposite 3
evidence 4
material 5

22

result 0
flight 0
whatever 0
tablet 0
dairy 0

cheerful 1
holy 1
fourteen 1
itself 1
speaker 1

flow 1
manufacture 1
altogether 2
education 2
wherever 2

captured 3
approached 3
division 5
treasure 4
restaurant 8

23

canyon 0
mount 0
boil 0
P.M. 0
tongue 0

A. M. 1
energy 1
cell 1
temple 1
complete 1

scientist 1
spirit 1
declare 1
shoulder 1
cough 2

burst 2
favorites 3
foreign 3
curtain 4
etc. 8

24

type 0
department 0
interest 0
natural 0
statement 0

damage 0
recently 1
settled 1
event 1
according 1

occurs 1
appeared 2
attempt 2
autumn 2
human 2

blossom 3
national 3
average 4
barely 5
attention 6

GRADE 6

25

pearl 0
particular 0
unable 0
simple 0
degree 0

gain 1
manager 1
knight 1
forget 1
zero 1

vegetable 1
batteries 2
knot 2
public 2
enemies 2

music 2
provide 3
neither 4
neighbors 4
escaped 5

26 (Review)

evidence
average
national
restaurant
neighbors

favorite f
provide
approached
foreign
opposite

curtain
escaped
treasure
vegetables
etc.

barely
attention
neither
division
captured

27

copper 0
willing 0
refuse 0
comfort 0
parent 0

friendship 0
shed 1
checking 1
troop 1
prefer 1

muscles 1
eastern 2
hers 2
slice 2
chorus 2

thrown 3
beneath 3
immediately 4
exactly 5
accept 8

28

secretary 0
creature 0
male 0
wise 0
cherry 0

gravity 0
thumb 1
cruel 1
succeed 1
usual 1

examined 2
touched 2
shadow 2
social 3
weighed 3

palace 3
nobles 2
lazily 5
captains 5
received 10

29

cliff 0
liberty 0
breathing 0
system 0
however 0

stranger 1
later 1
limb 1
harbor 1
mention 1

dentist 1
title 1
evil 2
equipment 2
excitement 2

coasted 3
gaining 3
principles 4
principal's 4
necessary 10

30

blink 0
developed 0
admire 0
invention 0
computer 0

project 1
chapter 1
curious 1
entrance 1
stations 2

route 2
temperature 2
promised 2
tale 2
loss 2

example 3
cherries 3
chopped 4
destroyed 5
disappeared 5

31

area 0
offer 0
private 0
plastic 0
indeed 0

steak 1
daring 1
melted 1
major 1
explorer 2

offered 2
presents 2
assembly 2
stared 2
experiment 2

conquer 2
earned 3
disappear 4
ninth 5
burying 10

32 (Review)

lazily
captains
nobles
principles
received

principal's
exactly
destroyed
disappear
accept

earned
weighed
immediately
disappeared
chopped

burying
beneath
necessary
gaining
ninth

GRADE 7
27 weeks @ 20 words - 540
(+5 review @ 20 each)

1

contact
faction 0
photograph 0
grave 0
fame 0

feature 0
glowing 0
crisp 0
crowded 1
battery 1

floating 1
destination 1
container 1
admitted 1
render 1

appreciate 2
military 2
journal 3
canoes 3
opportunity 4

2

tape
elected 0
packages 0
blank 0
adopt 0

wit 0
aside 0
crows 0
blockade 1
custom 1

district 1
increase 1
effect 1
advantage 1
require 1

collars 2
pressure 2
cedar 3
superintendent 3
commission 4

3

hero
brand 0
vast 0
steady 0
conclude 0

thrill 0
castles 0
hiking 0
averages 1
languages 1

civil 1
rank 1
expression 1
continued 1
numerous 2

scattered 2
cozy 2
incidents 3
compel 3
advertisement 4

4

likely
bitter 0
warn 0
remarked 0
dawn 0

progress 1
digest 1
hobbies 1
conditions 1
onions 1

urge 1
senate 1
editor 1
anchor 2
describe 2

secure 2
aching 2
incident 3
familiar 3
interrupt 4

5

colony 0
hurried 0
scale 0
lawyer 0
greatly 0

marble 0
glance 0
served 0
exchange 1
weighing 1
revolution 1

paragraph 1
majority 1
sentences 1
affairs 2
attract 2

independent 2
benefit 3
announcement 3
announcement 3
approximate 4

6

goal
odd 0
figured 0
banquet 0
harvest 0

afterward 0
witness 0
desire 0
managed 1
avenue 1

claimed 1
relative 1
cabbage 1
dullest 1
faith 1

naturally 2
accuse 2
proportion 2
haste 3
physical 4

7

target
pine 0
element 0
calf 0
steam 0

classroom 0
soul 0
childhood 0
official 1
decline 1

prayer 1
arranged 1
chiefly 1
appeal 1
designs 2

gradually 2
beautifully 2
boundaries 3
mere 3
authority 4

8 (Review)

GRADE 7

9	10	11	12
corps	becomes	writing	limited
understanding 0	weave 0	thus 0	frame 0
boyhood 0	biography 0	including 0	permit 0
discuss 0	glow 0	mixture 0	harmless 0
respect 0	kindly 0	guides 0	youth 0
demanding 0	golf 0	lodge 0	adjust 0
ripe 0	jacket 0	harmful 0	telescope 0
arriving 0	founded 0	shelter 0	lower 0
worship 1	fate 1	conductor 1	mounted 1
development 1	wealth 1	pace 1	declaration 1
traveler 1	aboard 1	alley 1	serious 1
common 1	smoother 1	gaze 1	silently 1
applied 1	approved 1	supposed 1	firm 1
information 1	swiftly 1	approve 1	territory 1
envelopes 2	exclaimed 2	burglar 2	indicate 2
nervous 2	steer 2	bump 2	creeping 2
brace 2	successful 2	vessel 2	rescued 2
mobile 3	imagining 3	blossoming 3	annual 3
assemblies 3	presence 3	coarse 3	entertain 3
arrested 4	restaurants 4	precious 4	excellently 5

13	14 (Review)	15	16
atom		trial	decision
drug 0		bridges 0	blade 0
parade 0		veto 0	volume 0
treaty 0		worker 0	towards 0
election 0		admired 0	conducted 0
declared 0		zone 0	sum 0
whip 0		active 0	convention 0
gathered 0		rate 0	tender 0
meant 1		talent	boiler 1
aware 1		exact 1	debt 1
political 1		enlargement 1	established 1
experiments 1		therefore 1	confidence 1
sake 1		fattened 1	punishment 1
scratch 1		community 2	eager 1
error 2		nevertheless 2	distinct 2
possibly 2		concern 2	approaching 2
completely 2		changeable 3	amusement 2
seize 3		individual 3	oppose 3
arithmetic 3		governor 3	experiences 3
characters 4		treasures 4	acquainted 5

GRADE 7

17

spin
highly 0
reduce 0
pride 0
damaged 0

recover 0
cure 0
wicked 0
automobile 1
justice 1

companion 1
affair 1
advise 1
celebrated 1
mischief 2

cease 2
machinery 2
disappointed 3
ancestor 3
committee 5

18

unit
noun 0
false 0
bandage 0
replied 0

contract 0
rapid 0
gathering 1
musical 1
distant 1

sighed 1
due 1
strict 1
inform 1
doubted 2

practical 2
profit 2
representative 3
enormous 3
attacked 5

19

apparently
poet 0
factories 0
bundle 0
current 0

lumber 0
ash 0
fashion 1
typed 1
amend 1

flesh 1
selfish 1
attempted 1
defense 2
source 2

await 1
scarcely 3
religious 2
victim 3
privilege

20 (Review)

21

lungs
tube 0
bouncing 0
dread 0
local 0

hawk 0
fully 0
chart 0
consent 1
realized 1

shoulders 1
ridge 1
express 1
arise 1
engage 2

cadet 2
beef 2
reveal 2
described 3
acquaint 4

22

exist
wedding 0
berry 0
friendly 0
growth 0

issue 0
depart 0
devote 0
autobiography 1
guarding 1

dictionary 1
toil 1
accounted 1
canal 1
gymnasium 2

assistant 2
bordering 2
blood 2
separate 3
anxiously 4

23

location 9
importance
maple 0
nerve 0
defend 0

root 0
chin 0
given 0
brief 1
determine 1

fortune 1
propose 1
connect 1
decoration 1
difficulty 2

process 2
surrender 2
sympathy 2
merely 3
murmur 5

24

film
impossible
solid 0
plow 0
code 0

spite 0
aloud 0
materials 0
correctly 1
broad 1

regard 1
abundant 1
emply 1
intend 1
English 2

screamed 2
tobacco 2
boast 2
arrest 3
flour 4

GRADE 7

25

assistance
jury
fainted 0
bodies 0
mild 0

glory 0
crust 0
couples 0
acid 0
honored 1

detail 1
citizens 1
horseback 1
advanced 1
democratic 2

assignments 2
constant 2
justify 2
occupy 3
economic 4

26 (Review)

27

anger
identify
fastened 0
predict 0
behave 0

display 0
hail 0
actor 0
absent 0
recent 1

abolish
bunk 1
combine 1
acres 1
pierce 2

capsules 2
adjective 2
throne 2
acquire 3
conscious 4

28

addition
warfare
paste 0
plural 0
total 0

cane 0
jewel 0
advised 0
elements 0
understood 1

arrangement 1
activity 1
arose 1
quantity 1
planned 2

sorrow 2
invitation 2
entirely 3
immediate 4
saucers 6

29

actual
column
partly 0
portion 0
wives 0

barber 0
rifle 0
wisdom 0
wealthy 1
fancy 1

consist 1
obtain 1
defeated 1
situation 1
deny 2

generally 2
reflects 2
recognized 3
disappearing 4
appoint 6

30

achieve
typical
victory 0
welcomed 0
extend 0

grain 0
slightly 0
tennis 0
motion 1
considerable 1

truly 1
purchase 1
calves 1
virtue 1
abuse 2

delicate 2
considered 2
advertise 3
laboratory 4
occurred 7

31

accurate
compass
wage 0
treatment 0
adverb 0

utter 0
former 0
punish 0
minister 1
acquiring

further 1
valued 1
injured 1
proper 1
expense 2

accomplished 2
administration 2
mysterious 3
possession 5
academy 5

32 (Review)

GRADE 8

27 weeks @ 20 words - 540
(+5 review @ 20 each)

1

stress
seldom
selected
impact
gross

herd 0
camel 1
following 1
stylish 1
comforted 2

pierced 2
capacity 3
tariff 3
conclusion
universe

ultimate
negative
eventually
achievement
academic

2

crisis
sections
brilliant
trend
tissue

income 0
bind 1
forehead 1
stumbled 1
commerce 2

neglect 2
circumstance 3
concept
responsibility
approximately

tradition
necessarily
domestic
jazz
investigation

3

stretch
briefly
budget
treasury
via

infection 0
attach 1
fracture 1
sow 1
communication 2

motioned 2
commercial 3
abundantly 4
remarkable
arrangements

tragedy
executive
essential
administrative
residential

4

strip
comedy
medium
index
articles)

inn 0
agreement 1
funeral 1
senior 1
confusion 2

monarch 2
conceal 3
acquired 4
comparable
tremendous

aspect
facilities
device
liberal
resistance

5

text
status
concrete
memory
insisted

manhood 0
affection 1
govern 1
scientific 1
constantly 2

marriage 2
destined 3
ancestors 4
request
atmosphere

provision
missile
criticism
legislation
involved

6

vision
product
risk
graph
awakened 0

postage 0
capable 1
image 1
substance 1
dignity 2

previous 2
edition 3
assert 4
reaction
performance

publication
emphasis
professional
adequate
internal

7

moral
contrast
judgment
magnet
pledge 0
betray 0
carpenter 1
horizon 1
throughout 1
deposit 2
proceed 2

earnest 3
candidate 4
radiation
reference
thoroughly

dramatic
engineer
obvious
resolution

8 (Review)

9

staff
conflict
review
rear
behaved 0

occupation 0
celebration 1
historic 1
torch 1
copyright 2

protein 2
doubtful 3
canoeing 4
international
vocational

theory
distribution
corporation
operator
resources

10

steep
tropical
burden
welfare
guilty 0

certificate 1
hedge 1
vanish 1
convince 2
relieved 2

discussed 3
career 4
comparison
vehicles
triangle

syllable
extent
creative
agencies
response

11

credit
mission
mental
version
carved 0

mineral 0
collection 1
harness 1
abandon 2
contrary 2

senator 2
discussion 3
characteristic 4
regarded
unique

psychological
occasion
environment
literary
accustomed 5

12

symbol
produce
prison
driven
charter 0

reflection 0
continual 1
imperfect 1
ability 2
disaster 2

triumph 2
enormously 3
encourage 4
reasonable
percentage

published
fiscal
contributed
maintenance
acquaintance 5

13

vital
recall
primary
murder
cloudless 0

restore 0
construction 1
improvement 1
accused 2
distinction 2

timid 2
erect 3
disguise 4
reception
virtually

threat
musicians
prior
maintain
artificial 5

14 (Review)

15

standard
readily
prime
inner
climate 0

skill 0
constitution 1
industrial 1
amendment 2
emptiness 2

supreme 2
fertile 3
desirable 4
competition
violence

technical
formula
consideration
marine
attendant 5

16

ballet
rare
plus
basic
converse 0

solar 0
conference 1
meadow 1
annually 2
endure 2

summon 2
financial 3
delicious 4
complex
vertical

technique
frequently
connection
platform
bureau 5

GRADE 8

9

staff
conflict
review
rear
behaved 0

occupation 0
celebration 1
historic 1
torch 1
copyright 2

protein 2
doubtful 3
canoeing 4
international
vocational

theory
distribution
corporation
operator
resources

10

steep
tropical
burden
welfare
guilty 0

certificate 1
hedge 1
vanish 1
convince 2
relieved 2

discussed 3
career 4
comparison
vehicles
triangle

syllable
extent
creative
agencies
response

11

credit
mission
mental
version
carved 0

mineral 0
collection 1
harness 1
abandon 2
contrary 2

senator 2
discussion 3
characteristic 4
regarded
unique

psychological
occasion
environment
literary
accustomed 5

12

symbol
produce
prison
driven
charter 0

reflection 0
continual 1
imperfect 1
ability 2
disaster 2

triumph 2
enormously 3
encourage 4
reasonable
percentage

published
fiscal
contributed
maintenance
acquaintance 5

13

vital
recall
primary
murder
cloudless 0

restore 0
construction 1
improvement 1
accused 2
distinction 2

timid 2
erect 3
disguise 4
reception
virtually

threat
musicians
prior
maintain
artificial 5

14 (Review)

15

standard
readily
prime
inner
climate 0

skill 0
constitution 1
industrial 1
amendment 2
emptiness 2

supreme 2
fertile 3
desirable 4
competition
violence

technical
formula
consideration
marine
attendant 5

16

ballet
rare
plus
basic
converse 0

solar 0
conference 1
meadow 1
annually 2
endure 2

summon 2
financial 3
delicious 4
complex
vertical

technique
frequently
connection
platform
bureau 5

GRADE 8

17

somehow
abroad
latter
becoming
correction 0

spray 0
commit 1
minor 1
application 2
evidently 2

strait 2
gentlemen 3
definite 4
institute
weapon

tendency
function
permanent
mantle
deceive 5

18

somewhat
term
legal
billion
cube 0

starch 0
comment 1
modify 1
appreciated 2
liquor

signature 2
glimpse 3
courageous 4
instrument
satisfied

properties 0
hemisphere
concentration
scheduled
descend 5

19

represent
task
transfer
royal
endlessly 0

wherefore 0
crept 1
plunge 1
arrival 2
interior 2

typewriter 2
oblige 3
peculiar 4
audience
recreation

substantial
historical
apparent
possibility
perceive 5

20 (Review)

21

uniform
funds
role
rural
educate 0

weakness 0
delightful 1
organize 1
attain 2
injury 2

variety 2
jealous 3
interrupted 4
behavior
acceptance

superior
appropriate
particularly
positive
pressurize 5

22

slope
female
traffic
salary
drifted 0

venture 0
dense 1
orchestra 1
attractive 2
independence 2

vary 2
irrigation 3
noticeable 4
campaign
absence

testimony
site
rhyme
rhythm
sufficient 5

23

replace
depth
tower
satisfactory
dispute 0

unfold 0
detective 1
orchard 1
based 2
incline 2

accomplishment 3
interfere 3
pane 4
composed
illustrated

tension
approval
presumably
minimum
colonel 7

24

atomic
culture
tour
repeated
digestion 0

theme 0
diagram 1
observation 1
basis 2
glorious 2

actively 3
idle 3
idol 4
intensity
reduction

identification
session
procedure
medical
condemn 6

GRADE 8

25

vapor
curve
items
normal
detect 0

statue 0
dismal 1
nephew 1
belief 2
freight 2

amazement 3
grateful 3
per cent 4
intellectual
emotional

ideal
security
parallel
minimum
consciously 6

26 (Review)

policy 1

27

simply
topic
poetry
nodded
estimate 0

relation 0
duplicate 1
policy 1
cereal 2
institution 2

ambition 3
orphan 3
phantom 4
attitude
recommended

structure
arc
appearance
precision
existence 6

28

urban
tone
personal
neutral
fond 0

absolute 1
dwell 1
region 1
chemical 2
literature 2

appreciation 3
preparation 3
possess 4
assume
personality

species
significant
analysis
oxygen
grease 6

29

data
apply
range
per
numerals

fright 0
abused 1
regret 1
citizenship 2
logic 2

arguments 3
primitive 3
pursue 4
assumption
recognition

specific
sought
effective
patient
mischievous 8

30

adult
research
otherwise
novel
generation 0

grind 0
evaporate 1
reservation 1
entertainment 2
logical 2

ballot 3
reign 3
scheme 4
assure
impression

spiritual
solution 0
electronic
precisely
prominent 6

31

additional
republic
origin
notion
geography 0

advising 1
federal 1
reserve 1
combination 2
mathematics 2

bargain 3
stationary 3
unconscious 4
influence
humor

initial
production
alphabet
potential
stationery 7

32 (Review)

SUGGESTED SPELLING ACTIVITIES - INTERMEDIATE/UPPER

1. Crossword Puzzles

Give pupils some squared paper and have each create a crossword puzzle. The current spelling list may be used or, for enrichment opportunities, the names of cities or countries and words used in other areas, such as arithmetic, health and language. Of course, meanings for words must be given by the children so that the puzzle can be solved by others.

After making the puzzles, the children copy them without the letters filled in, and exchange puzzles with classmates. Besides requiring good, clear, thinking, it's fun.

2. Clock Teams

Borrow two cardboard clocks with moveable hands and use for oral spelling drill. Divide the class into two teams, with a clock for each. In turn, members of each team try to spell orally the words given by the teacher. For every correctly spelled word, the team can move its clock fifteen minutes. For misspelled words, the clock stops. The team covering twelve hours first, is the winner.

3. Spell-Talk Game

Once in a while children enjoy a "spell-talk" game. Two children engage in conversation, but instead of saying the words, they are spelled out. For instance. "H-o-w a-r-e y-o-u?" "I a-m f-i-n-e." Pair off children of equal ability. Good for gaining speed in spelling and and practice in listening.

4. Challenge

Use many techniques to add variety to oral spelling. Sometimes, give a spelling word to a child and after he has spelled it call on another to agree or to challenge the spelling.

Or have a "challenge" quiz some day. One child announces, "I can spell satisfaction. Anyone want to challenge me?" Thereupon the first one spells it. If he is right, he gets one point. If he is wrong, his challenger gets a point. Then the challenger spells a word, and so on.

5. Spelling Baskets

To motivate the study of synonyms, antonyms and homonyms make three baskets, etc. These may be mounted on colored construction paper and pinned to the bulletin board. Over one basket put letters spelling the word synonym, over another the word antonym and over the third, the word homonym.

Cut two-inch squares of writing paper and put them in a box. When a child finds two words belonging to any of these groups, he may get blank papers from the box, write the words on them, sign his name and place them in the proper baskets. Each child tries to find as many pairs of words as possible over a given number of days. When the time limit is up, remove the slips from the baskets and the groups of words may be written on the chalkboard. Take a day or two for each basket before going on to the next one. The class determines first whether each group of words is correct before writing them on the board. All incorrect groups are discarded.

6. Make A Word

Each row in a classroom may be a team. Player one goes to the chalkboard and writes one letter. He returns to his seat and player two goes to the board and adds a second letter to the first one, trying to make a word. If the first two players have made a word, the third player starts a new word under the first one. For example: player one writes N, player two writes O, making the word NO. Player three then writes a letter to start a new word. Some words will have three, four or five letters. The object is to see how many words your team can make. The last player touches off the first player, and the action is repeated.

Scoring: The first team to finish gets 5 points plus one point for each correctly spelled word. The other teams receive only one point for each correctly spelled word.

7. Classmate Lists

Give the children a duplicated list of children's first names (all their classmates) when you introduce this spelling lesson. Let them decide the testing procedure. Put a reminder on the blackboard so that when they have a few minutes they will study the list. Even if you get perfect papers at the end of a week, review the names once again at the end of the year.

8. Tell All You Know

One child chooses a word from the spelling list and tells all he knows about the particular word. For example, "I am thinking of a noun. It is a common noun. It is a one-syllable word. It has two vowels; the first vowel is long, the second vowel is silent. We ride on it (road)". The child chosen to guess the word writes it on the chalkboard. If he writes the word correctly, he then tells all he knows about another word from the spelling list, and the game continues. Clues for guessing may include: Description as a common, proper, singular, plural or possessive noun; the number of syllables; a prefix or suffix; silent letters; sounds of the initial consonant or blends; compound words; contractions; finding little words or the base word; rhyming words; homonyms, antonyms, the meaning of the word; and the words with more than one meaning.

9. Find the Root

For unusual spelling drills, start with such words as happened, passed, baking, looks. Then have children take off the ending to find the root on which each word was built. Especially good practice for such words as having, which has to have an e added to make the base word.

Example:	happened	passed	taking
	happen	pass	take

10. Two to a Sentence

Itis standard practice to have the children use a word in a sentence. Try having them use at least two of the words in a sentence, or seeing who can use the most spelling words in a sentence. Also put sentences on the board, each of them having two blanks for spelling words.

11. More Than One Way

Make a list of spelling words which may be spelled correctly in more than one way; center, centre - theater, theatre are examples.

12. Balloon Man

Use a balloon man for interest. Make two copies of him in large poster sheets. Add enough paper circles representing balloons so that there is one for each pupil for each day of the week. Divide the class into two teams. If a pupil misspells a word, he "bursts" a balloon, and the word is written correctly on it a given to him. The team having the balloon man with the most balloons left at the end of the week is the winner.

13. To review spelling words, divide your class into five groups. Each person picks the hardest ten words he has experienced. The chairman compiles a group list, striking out duplicates. Use one of these tests each day for a week. Don't worry if a word occurs on several lists. It proves that many children have a problem with it.

14. Ask children to spell selected words encountered on TV commercials.

15. Have children give different ways of writing the various sounds, as long e.

ea as in beak
ee as in speed
ei as in receive
ie as in frieze
e - consonant - silent e as in recede

16. Have a written spelling bee using the chalkboard

17. Use a tachistoscope for presentation of new words.

18. The teacher may indicate the number of misspelled words on a pupils manuscript but not the actual words misspelled. The pupil finds his own misspelled words.

19. Provide for letter writing with the editing done by the class as a whole or in groups.

20. Have pupils keep individual notebooks of new words encountered in subject matter texts which the children would like to learn how to spell.

21. Put a list of words on the board which include several known words in addition to spelling words. Have the children put the words in alphabetical order.

Hollywood Squares
Unscramble
Search & Find
Hangman

Objective: When writing papers meant to be read by others, the student will use a dictionary to insure correct spelling.

Objective: Given words from a high-frequency word list,(e.g. Hillerich's High Frequency Word List) the student should be able to spell correctly.

B. PENMANSHIP OBJECTIVES - INTERMEDIATE/UPPER

Objective: Given a situation calling for written expression, the student should be able to write legibly, employing the following factors of legibility.

	GRADE				
	4	5	6	7	8
1. Uniform size of writing.	R	R	R	R	R
2. Uniform slant of writing.	R	R	R	R	R
3. Uniform spacing between letters.	R	R	R	R	R
4. Uniform spacing between words.	R	R	R	R	R
5. Writing shall touch the base line.	R	R	R	R	R

Illegible Letters

45% of errors involve a, e, r, t.

Writing e like i.

Failure to close a, d, etc.

Failure to close loops in b, f, etc.

Putting loops in non-loop letters like t and w.

Use straight downstrokes and uniform slant.

C. PUNCTUATION OBJECTIVES - INTERMEDIATE/UPPER

Objective: The student should be able to demonstrate in his writing the correct application of the following concepts:

				GRADE		
		4	5	6	7	8
1.	Period at the end of a declarative sentence.	R	R	R	R	R
2.	Period in abbreviations	R	R	R	R	R
3.	Period in titles (Dr., Mr., Mrs.)	R	R	R	R	R
4.	Question mark	R	R	R	R	R
5.	Exclamation mark	R	R	R	R	R
6.	Quotation marks to set off direct quotations	R	R	R	R	R
7.	Quotation marks to set off short works		X			
8.	Hyphen	R	R	R	R	R
9.	Apostrophe in a contraction	R	R	R	R	R
10.	Apostrophe for singular/plural possession	R	R	R	R	R
11.	Commas in compound sentences			X		
12.	Commas in dates and places	R	R	R	R	R
13.	Commas to show noun of address	R	R	R	R	R
14.	Commas to set of quotations	R	R	R	R	R
15.	Commas to set off words in a series	R	R	R	R	R
16.	Commas to set off phrases in a series	R	R	R	R	R
17.	Commas to set off introductory subordinate clauses.					X
18.	Commas to set off positive phrases	X	R	R	R	R
19.	Colon	R	R	R	R	R
20.	Semi colon				X	R
21.	Parentheses			X	R	R
22.	Underline appropriate titles		X	R	R	R

D. CAPITALIZATION

Objective: The student should be able to demonstrate in his writing application of the following capitalization concepts:

1.	Capitalize the word "I"	R	R	R	R	R
2.	Capitalize the first letter in a name	R	R	R	R	R
3.	Capitalize the first word of a sentence	R	R	R	R	R
4.	Capitalize proper nouns and adjectives	R	R	R	R	R
5.	Capitalize first letters in appropriate words of titles	R	R	R	R	R
6.	Capitalize initials (John C. Smith, N.A.T.O.)	R	R	R	R	R
7.	Capitalize the first word of the closing of a letter.	R	R	R	R	R

SUGGESTED ACTIVITIES - PUNCTUATION AND CAPITALIZATION

INTERMEDIATE/UPPER

WORD WISE (4-6)

PURPOSE: To give practice in spelling, capitalization, and punctuation.

PLAYERS: Two or more teams

MATERIALS: Chalk, chalkboard

DIRECTIONS: At a given signal one player from each team goes to the board and writes a word that will start a sentence for his team. Each member of a team in turn adds words to the teams sentence until all teams have completed a sentence that makes sense and is correct in spelling, capitalization and punctuation.

ADAPTATIONS: A paragraph relating to a topic in a current unit of study could be written as the children develop skill in writing.

CAUTIONS: If a child adds a word that doesn't fit, the teacher or team leader should help him make a correction.

BEAT THE CLOCK (5-6)

PURPOSE: To develop interest in correct punctuation and capitalization

PLAYERS: Class or small group.

MATERIALS: A list of questions, as given below, for the "Master of Ceremonies". A watch with a second hand.

LIST OF QUESTIONS

How do you begin a sentence? (With a capital letter)
How do you begin each line of poetry? (capital letter)
What marks do we use for the direct words of a speaker (quotation marks)

DIRECTIONS: Select a panel of four and and M.C. The M.C. asks a question of one panelist and gives him 5 second to answer. If the player can, he "beats the clock." If he can't, the M.C. asks a question of another panelist. After three rounds of questions a new panel is chosen except for the one who beat the clock the most times. He is the "champion" and the new panelists are "challengers". The game continues until all have had a chance to beat the clock or until the teacher feels it is wise to stop.

ADAPTATIONS:

1) This game can be used in any subject area where children have to learn facts.
2) Children could be divided into teams.

CAUTIONS:

1) Start with easy questions and proceed to more difficult questions until there is only one champion.
2) The children should have the rules well in mind before playing the game.

ABBREV. (4-6)

PURPOSE: To give practice in learning abbreviations.

PLAYERS: Two or more teams

MATERIALS: Pencil, paper and flash cards with a word on one side and its abbreviation on the reverse side. Some words and their abbreviations that could be used are pound (lb.), street (St.), Mister (Mr.), Saturday (Sat.) Mississippi (Miss.) and ounce (oz.).

DIRECTIONS: The children number their papers from 1 to 20. The teacher then holds up a card with a word on it; the children write the abbreviation. The team that has the most correct answers is declared the winner.

ADAPTATIONS: Two childrenw working together can also learn abbreviations. An individual child may practice at his seat and try to better his own record.

CAUTIONS: Give the children only abbreviations that they have studied or ones that they need to learn in connection with current studies.

EXPANDING CONTRACTIONS (4-6)

PURPOSE: To give practice in recognizing contractions.

PLAYERS: Two or more teams.

MATERIALS: Chalkboard and chalk, a list of contractions.

DIRECTIONS: The players are divided into two or more teams. The teacher or leader writes a contraction on the board. A player comes to the board and writes the words from which the contraction is made. If he does so correctly, he scores a point for his team. The leader then writes another contraction and a player on the opposing team has a turn. Some of the appropriate contractions for the 4th grade are:

> let's, can't, doesn't, don;t, I'll, I'm, isn't, it's, I've, that's, there's, we're, won't, didn't, haven't, couldn't, wouldn't, aren't.

ADAPTATIONS:

1) Other contractions could be used for more advanced pupils.

2) The pupils could write the contractions instead of the words from which the contractions are made.

CAUTIONS:

1) A player must spell the words correctly in order to earn a point for his team.

2) Good handwriting should be emphasized.

ADDITIONAL GAMES AND SENTENCES

RE: GAMES TO IMPROVE YOUR CHILD'S ENGLISH

Pages: 280 - 299

E. SYNTAX/GRAMMAR - INTERMEDIATE/UPPER

1. Sentence Types

Objective: The student should be able to write the following types of sentences:

		GRADE 4	5	6	7	8
a.	Declarative sentence	R	R	R	R	R
b.	Interrogative sentence	R	R	R	R	R
c.	Exclamatory sentence	R	R	R	R	R
d.	Imperative sentence		X	R	R	R

2. Sentence Patterns

Objective: The student should be able to write sentences exhibiting the following basic sentence patterns:

		GRADE 4	5	6	7	8
a.	Subject - Action verb	R	R	R	R	R
b.	Subject - Action verb - Direct object			X	R	R
c.	Subject - Action verb - Indirect object - direct object.			X	R	R
d.	Subject - Linking verbs - (Predicate adjective, Predicate noun)			X	R	R

3. Sentence Structure

Objective: The student should be able to write sentences exhibiting the following structures:

		GRADE 4	5	6	7	8
a.	Compound sentence			X	R	R
b.	Complex sentence			X	R	R
c.	Compound - complex sentence				X	R

SUGGESTED ACTIVITIES -- SENTENCES -- INTERMEDIATE/UPPER

SENTENCE PATTERNS

After unscrambling a number of sentences like "crawls baby a" or "eats elephant daisies the", junior high students determine what the usual English sentence patterns are. Later they enjoy a "pattern hunt" to find examples of these patterns in newspaper or magazine articles. (Add. Xerox copies indicate more sentence activities)

		GRADE				
		4	5	6	7	8
4.	Noun Concepts	X	R	R	R	R
	Objective: The student should be able to use the following noun concepts correctly in written work:					
a.	Distinguish common and proper nouns	X	R	R	R	R
b.	Distinguish singular/plural noun/ possessive forms	X	R	R	R	R
c.	Distinguish concrete/abstract nouns		X	R	R	R
d.	Distinguish nouns in apposition				X	R
e.	Distinguish nouns in direct address		X			
f.	Distinguish nouns as direct objects			X	R	R
g.	Distinguish nouns as indirect objects				X	R
h.	Distinguish predicate nouns		X	R	R	R
5.	Pronoun Concepts		X	R	R	R
	Objective: The student should be able to use the following pronoun concepts correctly in written work:					
a.	Personal pronouns	R	R	R	R	R
b.	Interrogative pronouns		X	R	R	R
c.	Relative pronouns				X	R
d.	Indefinite pronouns				X	R
e.	Demonstrative pronouns		X	R	R	R
f.	Possessive pronouns			X	R	R
g.	Reflexive				X	R
h.	Intensive				X	R
6.	Adjective Concepts			X	R	R
	Objective: The student should be able to correctly use adjective concepts in order to write more descriptive sentences.					
a.	Describing words for nouns		X	R	R	R
b.	Articles/determiners		X	R	R	R
c.	Comparison of adjectives		X	R	R	R
7.	Verb Concepts				X	R
	Objective: The student should be able to write sentences exhibiting the following:					
a.	Action verbs without helpers	R	R	R	R	R
b.	Action verbs with helpers		X	R	R	R
c.	Linking verbs	R	R	R	R	R
d.	Regular and irregular verbs			X	R	R
e.	Verb tenses			X	R	R
f.	Verb phrase (should have done)				X	R

GRADE

	4	5	6	7	8
8. Adverb Concepts					X

Objective: The student should be able to correctly use the following adverb conepts in order to clarify and enrich sentences:

		4	5	6	7	8
a.	Describing words that tell when, where, how to what extent, how much	X	R	R	R	R
b.	Adverbs modifying verbs			X	R	R
c.	Adverbs modifying adjectives					X
d.	Adverbs modifying adverbs					X

9. Preposition Concepts

Objective: The student should be able to demonstrate the correct use of the following preposition concepts:

		4	5	6	7	8
a.	Noun or pronoun object of the prepositional phrase					X
b.	Adverbial modifier					X
c.	Adjectivial modifier					X

10. Usage

Objective: The student should be able to demonstrate correct usage of the following:

		4	5	6	7	8
a.	Subject/verb agreement				X	R
b.	Regular and irregular verbs			X	R	R
c.	Correct form of pronouns			X	R	R
d.	Agreement with pronoun referent					X

11. Clauses

Objective: The student should be able to exhibit his ability to use clauses to write complete sentences.

		4	5	6	7	8
a.	Independent clause					X
b.	Dependent clause					X

12. Phrases

Objective: The student should be able to exhibit his ability to correctly use phrases in order to write richer, more complete sentences.

		GRADE				
		4	5	6	7	8
a.	Prepositional Phrase			X	R	R
b.	Noun phrase					X
c.	Participial phrase					X

SUGGESTED SYNTAX/GRAMMAR ACTIVITIES - INTERMEDIATE/UPPER

4-10 Parts of Speech

Playlet of Parts of Speech

Junior High students might like to write a play in which words in a sentence discuss and argue about their various roles in the sentence.

The "Why" of Parts of Speech

Have students try to write a story using only nouns and verbs. Then they will see the reasons for other parts of speech. (Xerox copies follow indicating more parts of speech activities)

ADDITIONAL GAMES -- GRAMMAR

RE: GAMES TO IMPROVE YOUR CHILD'S ENGLISH

pages: 257 - 297

	GRADE 4	 5	 6	 7	 8
F. APPLICATION OF WRITING OBJECTIVES - INTERMEDIATE/UPPER					
1. Complete sentence	R	R	R	R	R
Objective: Given a question, the student should be able to write the answer in a complete sentence.					
2. Paragraph	R	R	R	R	R
Objective: Given an appropriate situation, the student should be able to write sentences to produce a unified paragraph.					
Objective: Given an appropriate situation, the student should be able to write a short paragraph by:					
a. Using a topic sentence to express a main idea			X	R	R
b. Stating details to support the topic sentence			X	R	R
c. Using examples to develop the topic			X	R	R

PARAGRAPH - TOPIC OF PARAGRAPH

The paragraph is a separate section of writing or speech, dealing with one specific point and made up of one or more sentences.

The paragraph topic is the idea or information about which all of the sentences are telling.

The topic sentence is the sentence that most clearly states the paragraph topic. It helps the reader or writer to formulate the main idea of the paragraph. Not all paragraphs state a topic sentence.

Activity I

Use a transparency illustrating a paragraph containing a topic sentence. Students should identify the topic sentence. Discuss how all other sentences relate to it.

Use a transparency illustrating a paragraph that has no specific topic sentence.

Have the class read the paragraph and decide on a topic which contains the idea about which all the sentences are telling.

Activity II

Select a thought-provoking picture from a magazine. Have each student assign a topic sentence to their picture. Write a cohesive paragraph developing the topic brought out the topic sentence. After the paragraphs have been written, discuss them with the class to determine that each sentence relates to the topic sentence.

Activity III

After reading a chapter from the science text, write a summary paragraph about the chapter using a topic sentence with details supporting the topic.

PARAGRAPH - STATING DETAILS

Activity I

After viewing an appropriate print of a famous painting, decide upon a general statement that describes the over-all idea conveyed. Then write 4 or 5 statements of specific detail that pin down the general statement, support it, and make it convincing.

Activity II

Given a list of related, detailed sentences, write a general statement broad enough to include all the details. Read the topic sentence to someone else to make sure you included all the details that were listed.

Activity III

Given several groups of details, write a word or two that will summarize the ideas each group is about.

Activity IV

Study a picture in order to formulate an idea for a topic you would be able to develop in writing. Supply a broad topic, subtopics and interpretative statements to give meaning to the details, examples and reasons that will make your writing convincing.

Write a few paragraphs to develop your idea.

PARAGRAPH - USING EXAMPLES

Topics can be developed by giving examples

In using examples, the writer may build a case inductively by citing one or several examples and working to a generalization, or state his generalization first and work deductively to prove his main point. Other ways to develop themes include defining a subject, tracing causes, effects or circumstances.

GRADE

4 5 6 7 8

Activity I

What would you include in your plan for a better tomorrow? Build inductively. Work your ideas into a paragraph, essay, letter, or editorial.

People who communicate
Closer family life
A comfortable home for all
Other

Activity II

"A man is what he wants to hear", according to Simon & Garfunkel. A person's style can be open to new developments and new possibilities, or it can be narrow, closed and limited only to what he will allow himself. Create two characters and show by examples what Simon & Garfunkel mean.

Activity III

What will schools be like in the land of tomorrow? Choose one or more.

Subjects: range, depth

Methods
Teachers
Buildings
Equipment
Discipline
Buses
Sports
Books
Field trips

3. Style

Objective: The student should be able to demonstrate his understanding of style in writing by his use of:

	4	5	6	7	8
a. Clarity			X	R	R
b. Conciseness			X	R	R
c. Effective use of words and sentences			X	R	R
d. Comparison contrast				X	R
e. Appropriateness			X	R	R
f. Stating details			X	R	R
g. Repetition				X	R
h. Mood				X	R

STYLE - CONCISENESS

Activity I

Can you get this gobbledeegook down to 20 words or less?

In the event that the agreement we made on the basis of consideration of the facts of the case, of the unpredictability of the time of the arrival of the mailman does not conincide with a due justice to your other commitments, I am of the opinion that we should make the request of Mr. Black to arrange for the pick-up of our mail every day.

Activity II

Reduce this paragraph to six words.

The Civil War, which was the war fought between the North & the states of the South in a series of battles brought on by the question of slavery and its economic considerations, ended in 1865.

Activity III

Say the following in five words.

There is one color that is my favorite. It is the color orange.

Activity IV

Which two words can be dropped without hurting the sentence.

She retreated back four steps as he advanced forward one.

Activity V

Given several long sentences, write a short contrastive sentence.

STYLE - EFFECTIVE USE OF WORDS AND SENTENCES

Activity I

Write a set of sentences that contrast dramatically in length. Place the short one either first or second as you prefer.

STYLE - COMPARISON CONTRAST

Topics can be developed by contrast or by examples. If by contrast, they can swing back and forth to make comparisons, or they can describe one element completely and then the other.

Contrast can be handled in several ways. Here are two of them.

BACK AND FORTH BETWEEN SUBJECTS COMPARED

I First point of comparison
  a. Subject A
  b. Subject B

II Second point of comparison
  a. Subject A
  b. Subject B

III Third point of comparison
  a. Subject A
  b. Subject B

FIRST ONE, THEN THE OTHER

I Subject A
  a. First point of comparison
  b. Second point of comparison
  c. Third point of comparison

II Subject B
  a. First point of comparison
  b. Second point of comparison
  c. Third point of comparison

STYLE - COMPARISON AND CONTRAST

Activity I

Revise these unparallel sentences

She likes to skate, to cycle and swimming.

Meeting people, winning supporters, and make friends are his greatest delight in life.

I used to like to garden, to go shopping and calling on the neighbors. Now I'd rather just sit.

Activity II

Put yourself in the place of a person who has lost a great deal of weight. Write a paragraph comparing the before and after. Possible items to consider might be appearance, feelings, finding clothes, energy.

4. Expository Writing

Objective: Given a situation calling for exposition, the student should be able to demonstrate the following forms of expository writing:

	GRADE				
	4	5	6	7	8
a. Records					
1. Journals	X	R	R	R	R
2. Diaries	R	R	R	R	R
3. Reports (See research reports F-10)		X	R	R	R
b. Explanations					
1. Giving directions	R	R	R	R	R
2. Steps in a process	R	R	R	R	R

c. Persuasion

Objective: Given a situation calling for persuasive expression, the student should be able to demonstrate the ability to apply persuasive skills in the following forms:

	4	5	6	7	8
1. Propaganda					
a. Bandwagon			X	R	R
b. Repetition			X	R	R
c. Emotional words			X	R	R
d. Transfer			X	R	R
e. Testimonial			X	R	R
f. Glittering generalities				X	R
g. Common Folks				X	R
h. Appeal to research				X	R
i. Snob appeal				X	R
j. Veiled threat				X	R
k. Name calling				X	R
l. Card stacking				X	R
2. Advertising			X	R	R
3. Essays				X	R
4. Reviews				X	R
5. Editorials				X	R

SUGGESTED WRITING ACTIVITIES -- EXPOSITORY

Expository Writing can take many forms that hold one thing in common. They explain something. They expose a meaning through facts, ideas, feelings and opinions.

EXPLANATIONS

Expository writing is sometimes merely an explanation of how something should be done or how something works. The facts are the only important communication. The facts must be organized in ways that make writing clear.

Activity I

Correctly rewrite a mixed-up recipe that is in paragraph form.

Activity II

Prepare for a student newspaper, short inserts presenting tips (or anything from chess to dating), pieces of advice, recipes, or personal notes and queries. For example, you write a short column on what to expect if you plan the summer hitch-hiking across the country (the problems, the pleasures, the places to stay, the things to see, etc.) Write one advice column on any topic of your choice.

PERSUASION

The process of argument or persuasion makes use of:

1. Establishing the facts
2. Arranging them in logical order
3. Leading the reader to infer from the facts the conclusion that you wish him to draw from your arguments

There are three basic ways in which people may be persuaded:

1. Appeal to reason
2. Appeal to character
3. Appeal to emotion

APPEAL TO REASON

Activity I

Write an essay in which you explain some of the weak reasoning by which you are bombarded each day.

APPEAL TO CHARACTER

Activity I

Watch TV tonight with pen and paper in hand. Make a note of any device of apology to "soften up" the audience for the case someone is about to present.

APPEAL TO EMOTION

Activity I

Study several ads and discuss in writing the specific emotional appeal of each of them.

PROPAGANDA

"Propaganda" is "the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person". (Webster's Collegiate) Propaganda may be "good" or "bad", true or false.

Activity I

Analyze many ads to discover the method used to sell a product, by determining the device used to "sell" the reader or listener. Summarize their ideas by listing the appropriate device on the board. Relate each group of ads to the following list of propaganda devices:

BANDWAGON (everybody's doing it)

ex: "Join the Dodge rebellion"

TRANSFER (you will be like)

ex: "The Pepsi generation"

TESTIMONIAL (famous people to sell product)

ex: Sports personalities selling cereals - Wheaties

GLITTERING GENERALITIES (using emotionally appealing words in slogans)

ex: "Good guys in white hats" "Join the American Revolution"

COMMON FOLKS (we're not fancy, we're humble)

ex: Volkswagon, Avis Rent-A-Car

APPEAL TO RESEARCH (a tested a proven product)

ex: Crest , Colgate

SNOB APPEAL (you can be one of-or like-- an exclusive group)

ex: "Wanzer on milk is like sterling on silver"

VEILED THREAT (if you don't . . . .)

ex: Insurance

NAME CALLING OR RIDICULING (opposite glittering generalities)

ex: Avis <—> Hertz

CARD STACKING (presenting only favorable facts-used in all types of propaganda)

Activity II

Write and illustrate an ad using three propaganda techniques.

Activity III

Select a propaganda device and write the script for the video tape illustrating the use of this device. Film it and show it before the class. The class can guess what devices are used.

Activity IV

Write an analysis of the coverage of a controversial issue in various media sources: TV, several newspapers.

Activity V

Write a comparison of the editorials on the same issue in two newspapers.

Activity VI

Write a campaign speech using several propaganda techniques.

ESSAYS

Activity I

Write an essay using one of the following topics for persuasion. You may have to do some research for statistics to make your essay believable.

1. Pesticides are a help/hinderance to the modern world.
2. Seatbelts prevent accidents.
3. Teen-age drivers are poor/good drivers

Activity II

Write an essay with reasons and examples of personal experience to try to persuade someone to:

1. Join in the current rage for tennis or some other sport
2. Try making ice cream at home
3. Join a club
4. Spend $50 for a campout with you
5. Read a book you liked but which is long
6. Travel by bus rather than by plane to a destination

Activity III

Many people believe that violent TV programs and movies are, in part, responsible for the increased crime rate in the U.S. Do you agree with this opinion? Do you think TV shows or movies that show too much violence should be kept off the screen? Why or why not? Write an essay expressing your opinions.

REVIEWS (of books, plays and TV programs)

Activity I

Imagine you are a book, film or drama critic for the nearest city newspaper. Write a review for a work of your choice. The following steps may help you.

a. Create a wake-up opener
b. Include the title and author or producer near the beginning.

Incorporate only enough of the work to make the points you are focusing on clear to the reader. Do not summarize the work.

Express your opinion neither for or against the ideas, style, actors characterization or any features of the work.

Either before or after an analysis of the individual features, make an overall judgement about the worth of the work.

Activity II

Read a book, film or drama review by professional critics in TIME or some other magazine. Notice how free their style is. Even though usually the reviews you do for class should be more obvious, be organized more than the professionals, try writing a free-style review.

Activity III

Discuss the phoniness of a family TV show where the house is always immaculate, the parents and children always well dressed, food is never lacking and all can be solved by a serious discussion. Point out other phony aspects.

ADDITIONAL PERSUASION ACTIVITIES

Activity I

Write a paper agreeing or disagreeing with one of the statements below. Make your defense organized and convincing, but concentrate on the image you make by the kinds of material you choose to develop your ideas and the language you use to convey your message.

1. American teenagers are actually afraid of straining their brains. Their primary effort is to appear mediocre and uninterested. It is simply not fashionable to be enthusiastic about school work or any intellectual pursuit.

2. Generally speaking, advertisers help to promote the notion that the use of cosmetics, hair preparations, tobacco, and cars speed up the process to adulthood. And the vast majority of teenagers are taken in by the deception.

3. The music of the modern teenager is a primitive attempt to escape reality. Not only does it lack originality, but it is mass produced to fit the taste of the mediocre. Subtle rhythm is unknown, unending repetition of words and lines is a major technique of the composer and idiotic phrases from "peanut butter" to "obliadi" will do as a lyric.

Activity II

Find a magazine article that interests you. Write a counter article agreeing with, qualifying and/or disagreeing with its major ideas. Be sure to cite the title (in quotation marks) the magazine (underlined), and the issue of the reference you are answering. Consider what image you want to create: a sophisticate, a concerned teenager, a scholarly critic, an angry reader?

Activity III

What persuasive books, articles, speeches or TV documentaries do you know of that have moved the nation to recognize and change widespread injustice or abuse? You might go back to 1776, or consider programs last year. What issues would you suggest for documentation through any of the media? Write a summary of your findings and of your suggestions.

Activity IV

Survey the controversial topics below and choose a partner who shares your interest in one. One of you can present arguments for the question, the other against. State the central question precisely to be sure that each of you will argue the same angle of the problem. Write a brief speech backing your arguments with statistics, logic, examples, description or narration.

1) Teenagers do/do not care for real education
2) Going to college is/is not a necessity
3) Vacationing in the mountains/on a beach is more relaxing.
4) Math is better than history.

Expressions of opinion cannot be proved absolutely true or false, but must be decided by the weight of evidence presented. This evidence can take the form of emotionally stirring descriptive detail, examples from remote or recent past and from personal experience or narrative.

Activity I

State the case: against (gadget) things you've bought that haven't worked, hobbies that looked simple at first but turned out to be hard or even impossible without the addition of more and more expensive equipment.

GRADE
4 5 6 7 8

Activity II

State the case for or against owning a Mexican chihuahua, a quadrasonic sound system, a wig, a junker or an expensive car.

Acitivity III

(Show the class a reproduction of a painting exhibiting a form of modern art). Write your thoughts and reactions to this either ridiculing or defending it.

Activity IV

Write a letter to the editor of your local or school newspaper. Identify yourself and/or a situation in the first paragraph that praises something. Express your opinion by backing it up. Conclude in an interesting or clever fashion.

Activity V

Giving examples is a natural way to persuade others to accept an opinion.

5. Narrative Writing

Objective: Given a situation calling for narrative expression, the student should be able to employ the following elements:

a.	Plot with a beginning, middle and end.	R	R	R	R	R
b.	Conflict				X	R
c.	Character				X	R
d.	Foreshadowing					X
e.	Flashback					X
f.	First person					X
g.	Third person					X
h.	Point of view					X
i.	Setting		X	R	R	R
j.	Theme					X
k.	Dialogue		X	R	R	R
l.	Order		X	R	R	R

SUGGESTED WRITING ACTIVITIES -- NARRATIVE ELEMENTS

Narration is simply story-telling; a narrative is a story. It is an account of some action that occurs in one or more places, involves one or more character, and is told from a particular point of view.

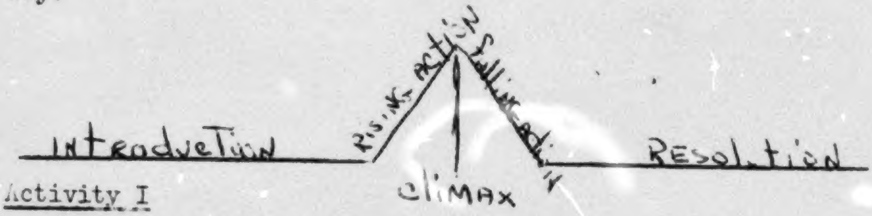
The basic elements included in a narrative are:

Setting -- when and where the story takes place
Character -- who is involved in the story
Action -- what happens in the story
Narrator -- who tells the story

PLOT

The plot is the pattern of events that lead to a climax

It isn't enough for a writer to begin writing. He must think through the steps of the plot and arrange all the events to make a unified whole. Each thing that precedes the climax should lead and build toward it. The action in a story can be diagrammed this way:



Activity I

After reading a story and tracing each event fitting it into the pattern, outline the steps of a plot for an original story. Begin with the climax and work backward. What does the reader need to know in order to comprehend the seriousness of the climax. If you decide to use flashback, be sure of the plot. Once the climax is accomplished, how will you resolve the plot? Not all stories end on an up note. Some stories leave you with a dull feeling in your stomach, such as "The Lottery". Decide the final effect you want to have on your reader and work toward it from the climax.

PLOT - BEGINNING, MIDDLE, END

Activity I

Finish at least 5 different statements beginning with this sentence: When I was little, I . . . . . .
Take any one of the statements you wrote and expand it by adding details, events, people, scenes. Give it a beginning in which you introduce the event, a middle in which you expand the experience and a conclusion which returns things to their normal state.

CONFLICT

Activity I

After reading and discussing a selection exhibiting conflict, write a story from your own experience. Begin your story by determining the conflict - the center of the plot. Think back on your life. Is there some person, object, incident or place that you remember where you learned something or gained an insight into life or people or yourself?

Will yours be a conflict between two people or groups of people? Or is the conflict between a man and himself? Usually, this kind of conflict revolves around a problem or a decision that someone must resolve. Perhaps it is the problem of growing up.

CHARACTER

A story grows out of the way people are and way they treat each other. Sometimes the way a person changes is the focus of a story. Characters should be consistent in their actions.

Decide who the characters will be in your story and how to develop them, to make them come alive. Determine first the way they look. Picture them completely. A character's language must fit his style. Use a dialogue that fits a characters life style and the situation he is in. Let his speech reveal his nature.

Activity I

Write a brief character sketch of a person whose dominant trait is a negative one. You might do it humorously or ironically.

a stingy person
a boastful person
a self-pitying person
a super-jealous person

Activity II

Write a brief character sketch, treating it like a person. Give it a dominant trait suitable to its "thingness", and let it talk and act for itself.

a sheet of blank paper
a typewriter
an electric wall socket
a kite

Activity III

From your own knowledge or from research in an encyclopedia or other reference books, make up capsulized descriptions for three of the following personalities or for one of the people in a collection of pictures.

Napoleon Bonaparte
Robin Hood
Michelangelo
Charlie Chaplin
Bob Dylan
Your own choice
Hank Aaron
Oen of the Beatles
Adolph Hitler
Little Red Riding Hood
Mahatma Ghandi

Activity IV

Make a collection of descriptive passages from your reading.

Activity V

Create a brief description of someone you know well either through personal experience or from your reading. Include all the following material:

1. Background information, either extensive or sketchy
2. Some description of the person's physical appearance.
3. One, two, or three important traits of the person.
4. One or more quotations by qualified people, backed up by specific facts and details.
5. At least one allusion related to the subject.
6. One or more capsulized descriptions related either to the subject or to other involved with the subject.

FIRST PERSON

Activity I

Take a story with a strong, first person narration, such as "The Tell-Tale Heart". Students can write a short addition to the story in the same style (and mood).

POINT OF VIEW

Activity I

Write a discussion about fishing from the point of view of the fish.

Activity II

Rewrite "Casey at the Bat" from the batter's point of view.

SETTING

The setting of the story depends on the conflict. A specific man-against-nature conflict may require a particular setting; the woods on a cold winter night, for instance. But an internal conflict can take place in many locations. Choose a setting that will reflect the characters' conflict; on a rock near the sea, from a window overlooking murder.

Picture to yourself the rooms or scenes where the action will take place. Remember that setting is not just place, it is also time. In what year did it occur? What time of day? What was the weather like?

THEME

A theme is the central idea or meaning of a story.

Before writing stories using theme, read and discuss several stories that have a theme. Decide how the author makes it come across. Is the author's main purpose to entertain or to teach some worthwhile attitude? Is the theme stated or implied?

Activity I

One of the most quoted sentences from Ann Franks' Diary is this one:

"I still believe that people are really good at heart." Write a story to illustrate that theme.

DIALOGUE

Activity I

Ask students to bring in newspaper comic strips. Paste the strips on cardboard and paste blank paper over the captions or ballons, or cut out the ballons. Have students exchange strips and write their own scripts in the empty ballons. Assure students that their captions need not be humorous.

Next, have students write these bits of dialogue on paper indenting when necessary and using quotation marks. Be sure to indicate which character is speaking.

Extension Activity

Make a list of synonyms for the word, "said". Use these to substitute for the word, "said" in their dialogue.

Activity II

Write an original dialogue for the following situations:

- You have $5 to spend on a present for someone very special. You find the courage to go into a very elegant store, where the cheapest item is a toothpick at $70. Write a conversation between yourself and the salesperson.
- A **music** teacher is trying to be kind and tactful, but he must tell an earnest pupil that he/she has no talent whatsoever. What is said?
- Two people meet after "long time no see" and find that they have nothing to talk about.
- Two friends make up after an argument.
- A tasteful lady in hat and gloves encounters McDonald's for the first time.

Activity III

Write a dialogue for a TV or radio commerical that features stereotyped roles for women, men or children.

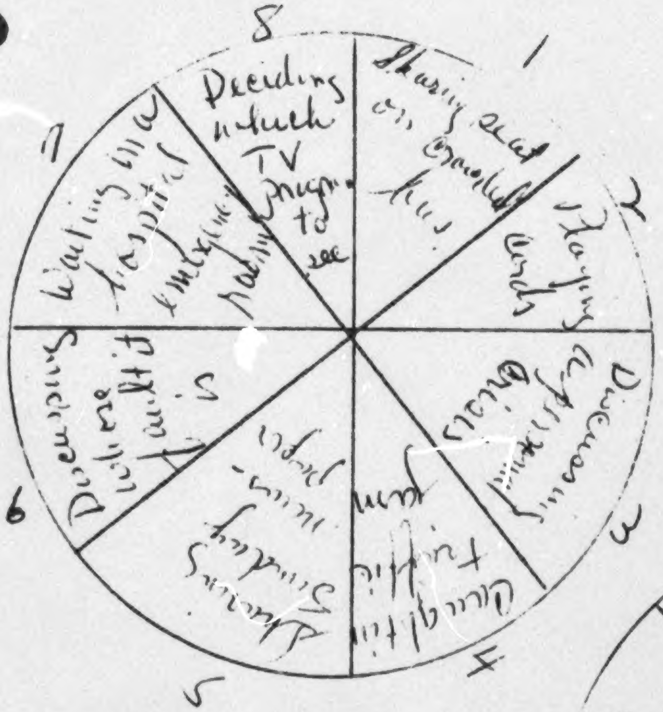
Activity IV

Write the conversation between two mosquitoes if they met over the swamps.

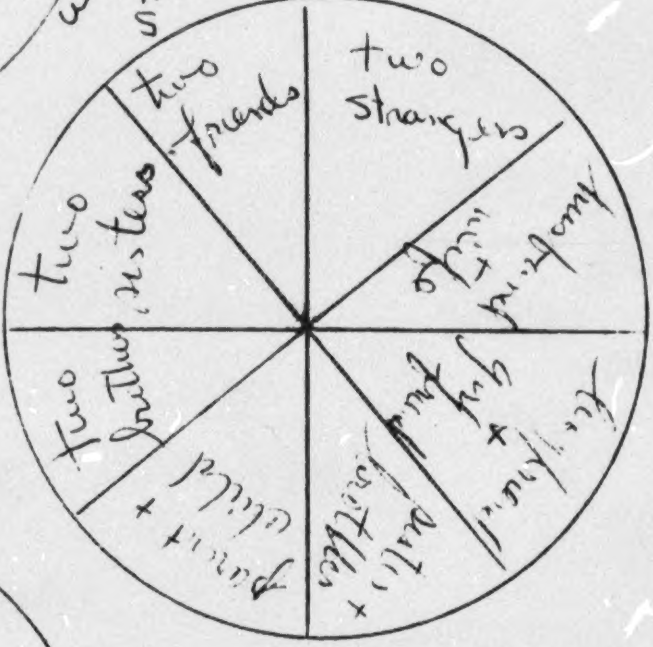
Activity V

Create a dialogue wheel out of cardboard.

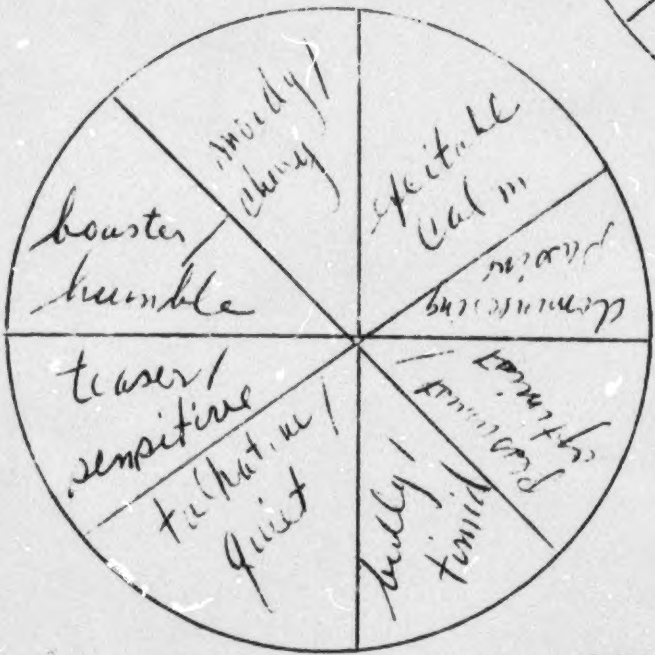
SEE NEXT PAGE FOR DIAGRAM OF DIALOGUE WHEEL


1
Sharing seat on crowded bus
2
Playing cards
3
Discussing report cards
4
Caught in traffic jam
5
Sharing Sunday newspaper
6
Discussing where family is going
7
Waiting in a hospital emergency room
8
Deciding which TV program to see

SITUATIONS


two strangers
husband + wife
boyfriend + girlfriend
adult + toddler
parent + child
two brothers
two sisters
two friends

CHARACTERS


excitable / calm
domineering / passive
pessimist / optimist
bully / timid
talkative / quiet
teaser / sensitive
boaster / humble
moody / cheery

PERSONALITY TRAITS

SEE NEXT PAGE FOR DIRECTIONS

DIRECTIONS:

Cut out characters and personality circles and place them on top of situations square. Insert a paper fastener through center of three circles.

TO USE:

Choose a number on the situations panel. Spin one cut-out circle at a time. The section on the circles that align with the numbered section chosen on the situations panel name three components needed for dialogue writing activity.

The student writes a dialogue in which the characters reveal their personalities to the reader through their conversation.

Activity VI

What might Paul Revere's hat say if it could speak. What are its complaints? What would it say as eyewitness to some real events?

ORDER

Activity I

Cut comic strips into separate frames and short magazine articles or short stories into separate paragraphs. Mix the order and distribute all the portions of an article, story, or strip to each student. Have them arrange the parts in the correct sequence to get a sense of ordering events in a story.

Additional Narrative Activity

Activity I

You remember the Midas story. If you had one wish in the world, what would you wish for? In two columns, list:

1) the benefits	2) the problems that might follow from getting your wish

Presuming you got your wish, write a story that shows the consequences of your good (?) fortune.

REWRITING NARRATIVES

Is there a vivid sense of setting where it is important?

Are the characters developed as fully as you want them to be?

Does the action of the story build to a specific point?

Is the narrative organized in a way that makes it interesting and forceful?

Is the narrative told from a specific point of view?

What audience do yu have in mind for your story?

Objective: Given a situation calling for narrative expression, the student should be able to employ the following examples of:

		GRADE 4	5	6	7	8
a.	fable	X	R	R	R	R
b.	folktale/tall tale	X	R	R	R	R
c.	myth/legend		X	R	R	R
d.	science fiction				X	R
e.	biography		X	R	R	R
f.	mystery	X	R	R	R	R
g.	autobiography	X	R	R	R	R
h.	narrative poem					X

SUGGESTED WRITING ACTIVITIES - NARRATIVE TYPES

FABLE

A fable is a story usually involving animals but sometimes people, that intends to point up and satarize human weaknesses and foibles. Like a parable, a myth, it contains a grain of truth -- the human weakness it depicts - wrapped in a fictional account of talking animals. The most famous fables are those written by Aesop, a Greek story teller who lived in the Sixth Century B.C.

Fables sometimes end by stating or implying a moral.

Activity I

Read several fables and discuss the human weakness portrayed and the suggested morals. Write an original animal fable. Have the fable incidents comment on a real-life situation.

MYTH

A myth is a fictional explanation in story form of an otherwise unexplainable natural event that includes a pinch of truth.

Activity I

Write a short story to explain one of the following:

- --how teachers came into being
- --the need for hair
- --the need for mosquitoes

Remember to follow the basic pattern of story telling that you discovered in myths and legends.

SCIENCE FICTION

Science fiction is an example of fantasy, freewheeling but disciplined imaginative fiction that features strange settings, characters, atmosphere and phenomena. It is fiction "dealing pricipally with the impact of actual or imagined science upon society or individuals" (Webster's). Unlike other types of fantasy, science fiction stories could conceivably come true.

It contains enough familiar allusions and plausible occurences to be recognizable and believable.

Activity I

Pretend you're an Earthling who, at the invitation of the people from another planet, has gone to live on their planet for one year to study their society. Write what adjustments you've had to make. What old conceptions and stereotypes you've had shattered, what you miss most about Earth, etc.

Activity II

You expect to be the first Earthman to make contact with a Martian. Write the speech with which you will attempt to make its acquaintance; convince it of your honorable, peaceful intentions; tell it a little bit about your own planet, culture and people and elicit information about its society and aims.

Activity III

Whether or not to destroy a possibly but not necessarily threatening alien culture is a common theme in science fiction. Write an essay detailing the reasons for an against both viewpoints, incorporating the arguments and feelings of both sides.

Activity IV

Pretend you're a spaceship commander, and make a list of the most important crew members you have chosen to participate in a dangerous mission. Briefly describe them - their appearance, personalities, special skills, weaknesses, etc. - and indicate why you think they would be most suitable for the mission.

Activity V

Choose two of your favorite works of science fiction and in a composition try to analyze what about them appealed so much to you. Then choose two others you didn't like, tell why you think these failed to hold your attention and interest.

MYSTERY

Activity I

Create chills and spills of blood by writing a mystery with several murders in the manner of Agatha Christie or Hitchcock. Be sure to strew plenty of clues and build to a climax. Remember to use dexcriptive details to emphasize the mystery and horror.

Activity II

Base a story on a picture.

Acitivity III

A cryptogram is a message in code: If you want to do something just a little different with your mystery story, why not try to make up a code and have the solution to the crime depend on the ereading of some message in that code.

LETTER CODE: E -- gshi jsv e gpyi (You can decode the message by equating E with A and counting all letters four back)

In your story be sure to include the following:

1. a place in which mysterious events take place
2. characters who can get involved in mysterious events.
3. a mysterious event to which all others point.
4. a code written into the story so that when the code is cracked, the solution to the mystery will be known.

6. Descriptive Writing

Objective: Given a situation calling for descriptive expression, the student should be able to demonstrate the ability to use the following elements:

	GRADE				
	4	5	6	7	8
a. Figurative Language					
1. Simile			X	R	R
2. Metaphor			X	R	R
3. Personification			X	R	R
4. Alliteration					X
5. Onomatopoeia					X
6. Imagery					X
7. Hyperbole					X
8. Satire					X
9. Symbolism					X
b. Words to appeal to the senses	R	R	R	R	R
c. Dialogue			X	R	R
d. Mood/Tone					
1. Humor					X
2. Suspense					X

SUGGESTED WRITING ACTIVITIES - DESCRIPTIVE

SIMILE

How do you describe love, hatred, or any other emotion? These words mean different things to different people. Writers often compare emotions with very concrete words or actions. Similes compare things and always use the words "as", "as if" or "like" to make a comparison. "Fast as the wind" is an example of a simile. The comparison makes the meaning of fast more definite.

A simile also uses comparison to clarify meaning or to add colorful description.

Activity I

Complete these similes.

Her smile was like . . . . .
We were as scared as . . . .
The grass was wet as . . . .
The thunder sounded like . . . .

She is as beautiful as . . . .
We are as free as . . . . .
You're about as funny as . . . .
Talking to you is like . . . . .
Her hair looks like . . . .
The night was as ________as . . . .

METAPHOR

To color or to clarify his writing, a writer often uses a literary technique such as metaphor which makes or implies a comparison between two things, one of which is abstract, the other concrete. The sentence "Happiness is holding hands", contains a metaphor to clarify the abstract emotion "happiness" with a physical action, "holding hands". The writer tries to make the emotion more concrete.

Activity I

Complete these metaphors

Feeling lonely . . .
Fearing the dark . . .
Friendship is . . .
Freedon is . . .
He is a . . .
Our football team is a . . .
The snowflakes are . . .
The music was . . .

PERSONIFICATION

The device of pretending that non-human things are persons is called personification. For example, "The soft chair spread its ars to receive him" or "The truck groaned under such a heavy load".

Activity I

Complete the following prsonifications.

The wings of the airplane . . .
The jingle . . .
The dog . . .
The sun . . .

Acitivity II

After reading Carl Sandburg's poem, "Chicago", discuss how Sandburg speaks directly to the city as if it were a person. Then choose a big city you are familiar with and write your own city poem. Use Sandburg's technique of comparing the city to a person.

ALLITERATION

Alliteration is a figure of speech that uses repeated consonant sounds occuring at the beginning of words and within words as well. It is used to create melody, establish moods, call attention to important words and point out similarities and contrasts.

Activity I

After writing several tongue twisters on the board, have students generalize as to what alliteration is.

Point out that tongue twisters are exaggerated forms of alliteration.

Activity II

Read the poem, "The Raven" by Edgar Allan Poe to the class or listen to the record. As the students listen to the poem, students should write down the pairs of words which they hear where alliteration is used.

Activity III

Collect examples of alliteration in literary works.

Activity IV

Write a poem or a descriptive paragraph using alliteration.

ONOMATOPOEIA

Activity I

Introduce students to the meaning of onomatopoeia by having them list on the board words which imitate the sounds of things.

Have students make a tape of the sounds listed on the board.

While listening to the tape of sounds, students should try to write the sounds, spelling them phonetically.

Activity II

Collect examples of onomatopoeia from literary works. Discuss the purpose of the author is using this device.

Activity III

Write a poem or descriptive paragraph using several words from their original list or make up new words using the following suggested topics:

- Sounds of the forest
- A fall day
- An airplane takes off
- Sounds of the city
- Sounds at night
- Music
- A crowded restaurant

MOOD AND IMAGERY

Poetry is a way of communicating about deeply felt experiences of approaching inapproachables, of discussing change, or as a method of wishing and dreaming.

Activity I

Use slides, filmstrips, 8mm film or video tape to interpret the meaning of a poem. A musical background may be added to interpret the rhythm and the mood of the poetry.

HYPERBOLE

The attempt to say what things are like often leads to exaggeration. The device of deliberate exaggeration is called hyperbole. For example, "I think I have drunk most of the water in this pool", or "This weighs a ton".

Activity I

Complete the following exaggerations or hyperboles:

I have given him mountains of . . .
She is so small that . . .
This day seems slower than . . .
The trees were taller than . . .

SYMBOLISM

Activity I

Some objects are commonly used as symbols -- to represent some emotion or condition. Match the abstract items with the symbolic objects. (There will be one extra item in the abstraction column)

SYMBOLS	ABSTRACTIONS
1. Rose	A. Love
2. Fox	B. Danger
3. Heart	C. Permission
4. Skull & crossbones	D. Cleverness
5. Green light	E. Stupidity
	F. Beauty

DIALOGUE

Activity I

Create a short dialogue or monolgue in which the person or persons speaking reveal something about themselves by what they say. The examples below should give you some ideas about possible situations.

Two married women at a luncheon date
Two football players after a game they lost
A bully talking to a bigger bully
A selfish person talking to someone who's asked for help

TONE

Tone is the emotional attitude of the writer as reflected in his writing. In speaking, tone is conveyed by pitch and volume of voice. You can tell when your mother is annoyed by the tone of her voice. Because writing lacks voice tones, it must rely on words, choice of details, language rhythms, sensory impressions and punctuation to express pleasure, sarcasm, excitement or sadness.

Activity I

Test your ability to recognize tone by matching the following:

"Life & Death"
The Pigman
"The Cask of Amontillado"
"Liftoff"

1. expectancy & exhilaration
2. fiendish glee
3. humor
4. blunt honesty
5. emotional excitement

Activity II

Divide class into 4 groups allowing each group to make a list of words, details, sensory impressions and patterns of repetition that contribute to the tone of each.

HUMOR

Activity I

Collect examples of puns, irony, clever language, gentle humor and incongruous situations from your reading for a display.

Activity II

Do a take-off on Ann Landers or Dear Abby. Concoct a juicy or stupid question and then answer it in a slightly superior tone.

Activity III

Do a humorous dialogue employing heavy use of alliteration and/or puns. Topics: Psychiatrist & Patient; Husband & Wife.

SUSPENSE

Activity I

By clever use of suspense, build up a minor incident to appear catastrophic.

The springing of a mousetrap
A cat pouncing
A fly caught in a spiderweb
A traffic jam

DESCRIPTIVE WRITING

Activity I

Choose something on your desk, from your pocket or purse to describe. Observe it closely, using other senses than sight and touch if they apply.

Activity II

Write a literal description of any object within a picture. Begin by listing five sense images that the picture brings to mind.

Activity III

Write an objective description of any of the six things named below Check your description with the dictionary definition.

Apple
Snow

Rain
Sunrise

Sun
Love

Activity IV

Using the literal definitions above, write two descriptions involving different emotions. Choose details carefully to convey your feelings and attitudes.

Activity V

Collect pictures of faces. Write a description of the person in the picture. Develop an identity. Who is it? How does the person feel? What is he thinking? What makes you think so? Where is the person? What is the person doing or about to do? What can you tell about the person from looking at his face?

Activity VI

Name five animals, birds or insects that might be lurking in the bushes. List 10 verbs that describe the sounds of jungle creatures. Combine these and/or other sounds into a paragraph whose title might be "Sounds of the Forest".

Activity VII

Select a picture of a dog from a collection. Write an ad for this "lost" dog. Write a description of him to a friend bemoaning your loss. Revive some of the good times you had together, his antics as a pup, the scare he gave you once, the time he saved your life, the meaning of his companionship.

Activity VIII

Finish any of these descriptions:

The strangest dream I ever had was . . . .

I've known some interesting people, but the most interesting . . . .

Robert L. Hillerich
National College
Foster G. McGaw Graduate School
Evanston, Il.
1973

Raising Writers--Some Ideas

A. Some Basic Principles:

Writing is communication; it is not an exercise in mechanics.

Correlates of good writing:
- Powers of observation
- Creative thinking
- Feeling for words and language
- Pre-writing time--to discuss, observe, think ...
- Desire to say something

Criteria for evaluating written expression by the writer:

Did I say what I wanted to say?	--Clarity
Did I say it in an interesting manner?	--Interest Appeal
Did I say it correctly?	—Courtesy (Mechanics)

B. Some Ideas to stimulate writing:

1. "If I were . . ." (e.g., a pencil, an old tennis shoe, etc.)

2. "What if . . ." (all the world were green; snow were ice cream)

3. Favorite sounds (onomatopoetic words); smells (sensory words); etc.

4. What is (soft, hard, etc.)? What is (softer, etc.) than . . .

5. A visitor from outer space sees our world. (metal monster kidnaps humans--car), etc.

6. A (worm's) eye view of (a boy digging for bait), etc.

7. On the spot reporter: take a book event and write about it as if you were there and it happened in your town.

8. Newspaper headlines: write a headline relating to a book or to an event at school. (Relates to form class vs. structure words)

9. Daffy dictionary: make a nonsense dictionary, including pronunciations and meanings. Write a story using some of the nonsense words.

10. Mixed up animals (Elehare=elephant/hare; Tigeroo- tiger/kangeroo, etc.) Tell how they got that way, what they do, etc.

11. How is a (watermelon) like a (mouse)? Strange comparisons. (see: Making It Strange, Harper)

12. An exchange of letters between favorite book characters. (e.g., Paul Bunyan to Captain Stormalong)

13. A new ending for a favorite story.

14. A new adventure for a favorite character.

15. Imaginary origins for:
    a. idiomatic expressions, e.g., don't stick your neck out, head in the clouds.
    b. multiple meanings of words, e.g., picked (up), pick (tool), pick (to dig).
    c. letter of the alphabet, e.g., why b and d are different.

16. Write literal stories using idioms (ala Amelia Bedelia), e.g., dust the chairs, hit the ceiling, lost his voice, etc.

17. Parody of familiar story, e.g., "Goldie Bear and the Three Locks."

18. Origins ala Kipling's Just So Stories, "How the . . . ."

19. What can you do with a . . . (rock, piece of string, etc.)

20. Tall Tales.

21. Draw and write description or directions for a new toy; a Rube Goldberg contraption.

22. Fun with Acronyms, e.g., why the North Union Travelers Society changed their name (NUTS).

23. Write directions for performing some common activity. Then teacher should act out the directions literally. There will probably be need for revision.

24. Connotations of words--write an article using negative words, positive words, neutral words. (same article)

25. Use comics to gain control over quotation marks.

26. Older children enjoy writing books (stories) for first graders. Use starter words.

27. Write definitions for known words or names of objects--begin by analyzing what a good definition consists of (a) class, (b) discriminating elements)

28. Write a paragraph at two extreme levels of abstraction, specific and general--compare effectiveness.

29. Rewrite a familiar tale using divergent thinking. What if . . . e.g., What if all 3 Billy Goats (Gruff) had been small?

30. Propaganda -- Begin by analyzing ads; write a persuasive ad for an imaginary article.

31. Descriptions -- 4-6 pictures (or children in class) should be numbered and placed for all to see. Have children write a description of the one of their choice without naming it. Share descriptions to see if item can be identified. Discussion should lead to ideas for rewriting more specifically.

32. Sentence patterns -- NP-VP: (*ala Shufflebook*) Use cards (5x8 if you want illustrations) and have pupils write NP's beginning with *and* on one side and verb phrases on the other. When the cards are shuffled, humorous sentences usually result.

C. Use models as a means of getting kids started.

33. Particularly appealing paragraphs from children's literature, e.g., *Henry Huggins'* description, *Junket's* description. Discuss in terms of word choices, style, viewpoint, etc., i.e., *why* do we like this paragraph?

34. Similes, e.g., *White Snow, Bright Snow* (Duvoisin): "Automobiles looked like big fat raisins burried in the snow." Lead to children writing similes, e.g., As difficult as (finding a contact lens in a dark theater.)

35. Alliteration/rhythm, e.g., *Burt Dow Deep Water Man* (McClosky): "The giggling gull teetered on the tip of the tiller and laughed fit to split."

36. Creative combinations, e.g., Wishes, Lies, and Dreams (Koch): "I wish I had . . . a coat of wishes . . . a crowd of friendliness.

37. Sensory words and rhyming couplets, e.g.,

With a hustling, bustling, rustling sound,
The wind chases leaves around the ground.

D. Keep a language log--every child should have a notebook or folder in which to jot down scraps of ideas, words, examples from newspapers, etc.

38. Just fun with words--rhyming names:

a hard of hearing cook -- a deaf chef
barber who cuts little boys' hair --nipper clipper
a gruesome tale --gory story

39. Homophone fun: What do the following have in common?

key maker and a Jewish delicatessen manager--locks/lox
rabbit and a writer --tails/tales
tiger and a minister --preying/praying

40. Compound fun: Illustrate parts of compounds, e.g., did you ever see a board/walk, head/light, etc.

41. Invent new words for (a broken chair, a letter opened by mistake).

42. Sentence (paragraph of the month: Examples where no one can find a better word or a better way to say what was said.

43. Connotation from sound (Syd Harris, 9-3-71): Are sn- words unpleasant? (sneer, snare, snob, etc.): sl-? sq-? Other?

44. Connotation of color words (Syd Harris): white (flag, livered,); black (list, ball,); red; yellow.

45. Haiku: a word picture of three lines (5, 7, 5 syllables) usually related to nature. (Example from grade 3):

One little raindrop
Fell down on a little leaf
Others came to join

46. Cinquain:

Puppy	-1 wd.	Title
Fluffy ball	-2 wds.	Description
Frisky, wagging, jumping	-3 wds.	Action
Partner and gentle pal	-4 wds.	Feeling
Pet	-1 wd.	Re-title

47. Silly Dilly:

If I were a frog
I'd live on a log.

48. Limerick:

There once was neighbor names Diz
With a rocket that still had a fizz
That rocket exploded
Before the man knowed it
Now nobody knows where he is.

49. Concrete ("Form") Poetry:

u
o n
a r d word.
d e

S A well_pəuɹnʇ phrase

50. Diamente:

Kitten	1 noun
fluffy, brown	2 adjectives
pawing, jumping, flopping	3 verbals
animal, friend, pet, pest	4 nouns
playing, stalking, sleeping	3 verbals
cuddly miniature	2 adjectives
cat	1 noun

51. Palindromes: Same forward and backward)

Words: mom, madam, etc.
Sentences: Was it a bar or a bat I saw?

52. Acrostics (Word squares):
Borgmann, Tribune, 3/4/73

apple
relax
orate
miner
alert

53. In addition to individual language logs, you might keep a class book of favorites--original and models. Children should always have the option to make changes or substitutions in their sample.

54. Newspapers, magazines, library books, provide a wealth of new ideas and materials. Have pupils aware of and looking for examples of:

Good descriptions
Unusual ways of saying things
Appropriate word choices
Proofreading errors (especially if humorous)
Slant or bias in writing
Propaganda techniques

55. Examine with children examples of clear, specific writing. Let them rewrite just the essence to see the difference good word-choice has made. This example is from John Ciardi, Saturday Review, 11/6/71, p.26.	Then suddenly--better than song for its instant--a hummingbird the color of green crushed velvet hovers in the throat of my favorite lily, a lovely high bloomer I got the bulbs for but not the name. The lily is a crest of white horns with red dots and red velvet tongues along the insides of the insides of the petals and with an odor that drowns the patio. The hummingbird darts in and out of each horn in turn, then hovers an instant, and disappears.
56. And we expect kids to Proofread! From: Syd Harris, Daily News, 7/14/71	Around 1760, a number of the professors in Edinburgh University attempted to publish a work that would be a perfect specimen of typographical accuracy. Six experienced proofreaders were employed, who devoted hours to the reading of each page. After it was thought to be perfect it was pasted up in the hall of the university, and a reward of 50 pounds offerdd to anyone who could detect an error it it. Each page remained hanging for two weeks. When the work was issued it was discovered that several errors had been committed-one of which was in the first line on the first page!

57. Finally, the comics afford a wealth of starters for language logs.

7. Proofreading

Objective: The student should be able to apply his ability to use proofreading skills in the following procedures:

		GRADE 4	5	6	7	8
a.	Proofreading for clarity (Did I say what I wanted to say)			X	R	R
b.	Proofreading for style (Did I say it in an interesting manner?				X	R
c.	Proofreading for mechanics	R	R	R	R	R
	1. capitalization	R	R	R	R	R
	2. punctuation	R	R	R	R	R
d.	Proofreading for spelling (Did I say it correctly)	R	R	R	R	R
e.	Proofreading for format	R	R	R	R	R
	1. margins		X	R	R	R
	2. indenting paragraphs		X	R	R	R
	3. neatness	R	R	R	R	R

SUGGESTED ACTIVITIES -- PROOFREADING

1. Does your theme have a catchy title?
2. Does your theme have a sit-up opener?
3. Does your theme have a meaningful, stimulating development of topic?
4. Does your theme have clear trasitions?
5. Does your theme have a memorable conclusion?
6. Is it neat and legible?
7. Is is proofread?
    - a. Did I say what I wanted to say?
    - b. Did I say it in an interesting manner?
    - c. Did I say it correctly? (mechanics)

        Capitalization

        Punctuation

        Spelling

        Usage

8. Poetry

Objective: The student will be able to demonstrate the ability to write an original poem using the following poetry types:

- a. Cinquain
- b. Haiku
- c. Acrostics
- d. Diamente
- e. Limerick
- f. Rhyming
- g. Free verse

SUGGESTED WRITING ACTIVITIES -- POETRY

CINQUAINS

Activity I

Write a cinquain about a holiday using Pattern I

Line 1 -- One word to give the title
Line 2 -- Two words to describe the title
Line 3 -- Three words to express action concerning the title
Line 4 -- Four words to express feeling about the title
Line 5 — One word that is a synonym for the title word

Activity II

Write a cinquain about a season of the year using Pattern II

Line 1 -- 2 syllables
Line 2 -- 4 syllables
Line 3 -- 6 syllables
Line 4 -- 8 syllables
Line 5 -- 2 syllables -- that is synonomous with the first line

Activity III

Write a cinquain about yourwelf or a friend using Pattern III

Line 1 -- Your name
Line 2 -- 2 words describing you
Line 3 -- 3 words telling what you can do
Line 4 -- 4 words telling how you feel
Line 5 -- Your name

HAIKU

Activity I

Select a picture portraying a scene from nature and write a haiku poem using this pattern.

One sentence containing 17 syllables

Line 1 - 5 syllables
Line 2 - 7 syllables
Line 3 - 5 syllables

ACROSTIC

Acrostics are a popular way of giving structure and meaning to a poem. The basic rule of an acrostic is that letters taken in a regular pattern from each line of the poem, generally the first letter of each line, combine to form a word or words which are the subject of the poem.

Example:

BEAST

Breaking through the bars they thought
Escape proof
A caged in tiger
Strained
To be free

Activity I

Write an acrostic having to do with the character of a favorite book that you have read.

DIAMENTE

Activity I

Write a poem using the diamente form about:

- Old age
- Teenagers
- School
- Your hobby
- Childhood
- Friendship
- Summer

PATTERN:

Line 1-One word for subject	Kitten
Line 2-Two adjective	Fluffy, brown
Line 3-Three participles (ing, ed)	Pawing, jumping, flopping
Line 4-Four nouns related to subject	Animal, friend, pet, pest
Line 5-Three participles	Playing, stalking, sleeping
Line 6-Two adjectives	Cuddly, miniature
Line 7-One word the opposite of subject	Cat

LIMERICK

A limerick is a nonsense story in verse. The first two lines introduce a character and a situation, the third and fourth lines tell an action involving the character and the fifth line resolves the matter humorously.

The rhyme scheme is A, A, B, B, A.

Activity I

Let each person in the class bring an original limerick to school. It should be typed or written with considerable space between each line and shown to the teacher. Do not show your limerick to anyone else.

The teacher will select the six best, (in class of 30) cut them up into single lines and put the lines into a bag.

The bag should be shaken thoroughly and one line (one slip of paper) offered to each student in the class.

Each person now has one line of a limerick. Since there are 5 lines to a limerick, somewhere in the class there are four other people with the lines that complete each person's limerick.

The teacher may act as a timer. The first five people to find each other and complete a limerick win the game.

Extension Activity

Given the first 2 lines of a limerick, the student writes the other 3 lines.

Activity II

Search through magazines to find special uses of limericks in advertising. Then, design an ad and write a limerick to sell the product in your ad.

RHYMING

Activity I

Write a parady using a nursury rhyme form or Dr. Seuss style, choosing your own topic.

Activity II

Often the best way to understand how poems are constructed is to observe the way famous poets have put their thoughts together. Choose a short poetry selection and replace all the nouns, verbs and pronouns with words of your own choosing. You will then create a new poem while maintaining the basic form of the original one.

For example:

Tiger, Tiger, burning bright
In the quiet of the night
What immortal hand or eye
Could frame thy fearful symmetry?

This might become:

Eagle! Eagle! Swirling bright
In the swiftness of your flight
What immortal dream or fire
Could match thy fearful, brave desire?

OTHER SUGGESTED ACTIVITIES FOR POETRY

Activity I

Bring in the lyrics of a song which you feel has something relevant to say and which creates a mood for the listener or reader. Present the song to the class and have the lyrics duplicated on a ditto.

Be prepared to discuss the answers to:

What are the major themes?

Who is the speaker?

What is he/she like?

What is the setting or the occasion?

What is the tone?

How is it achieved?

What kinds of images or verbal devices, such as repetition, word sounds and so on are used?

Extension Activity I

Search for a poem that presents a theme similar to that of your song. Write a brief comparison of the two works, describing how each conveys the theme and creates a mood or tone.

What role does rhythm play?
Are rhymes included?
What effect do they have?

Extension Activity II

Search through magazines to find pictures that illustrate or convey a similar theme or mood, or create your own artwork.

9. Letter forms

Objective: Given an appropriate situation, the student should be able to write the following letter forms:

		GRADE				
		4	5	6	7	8
a.	Friendly letters	R	R	R	R	R
b.	Formal business letters					X
c.	Social notes	R	R	R	R	R
d.	Addressing envelopes	R	R	R	R	R

SUGGESTED WRITING ACTIVITIES -- LETTER FORMS

BUSINESS LETTERS

Activity I

Use a transparency to illustrate the parts of a letter.

Heading: Form and punctuation (comma between city and state and comma between date and year.

Inside Address: Importance of inside address and punctuation.

Greeting: A colon always follows the greeting in a business letter. Review other kinds of business greetings:

Gentlemen:
Dear Sirs:
Dear Madam:
Dear Mr. Smith:
Dear Mrs. Albertson:

Body: Clearly state the purpose of the letter as soon as possible.

Complete: Be specific so that there is no doubt about what is being ordered or said.

Brief: Although a business letter must be specific, do not drag tiny details into the letter unless they are needed for identification.

If there has been personal contact with someone in the company, be friendly in a business-like manner. Notice that the letter starts out thanking Mr. Carter for his help.

Colon: (to introduce a list): Use a colon to introduce a number of items as indicated in the letter. Notice that for clarity, the list has been set apart inside the body of the letter (indented). It is also correct to write, "In my arithmetic class, I use the following tools: pencil, ruler, compass and eraser."

Closing: Review appropriate closings (Yours very truly, Yours sincerely, Very truly yours)

Signature: Sign first and last name. Notice that the official position of the signer is placed after the name and the organization is placed on the second line.

Activity II 6th Grade

Write a business letter to order information, set up appointments or complain about something.

Activity III 8th Grade

Write a business letter to order information about careers in which they are interested.

Activity IV 7th - 8th grades

Write a business letter to order information about sports or hobbies from advertisements in magazines.

Activity V

Write a business letter of application in answer to "Help Wanted" ad from the newspaper.

FRIENDLY LETTER

Activity I

Write a fan letter: football starts, rock groups or TV personalities

10. Research Reports

Objective: After selecting a topic, the student should be able to write an informational report in organized form by:

	GRADE				
	4	5	6	7	8
a. Locating information		X	R	R	R
b. Writing paragraph topics		X	R	R	R
c. Notetaking		X	R	R	R
d. Outlining main ideas, details, and supporting information		X	R	R	R
e. Listing a bibliography of at least 3 sources		X	R	R	R
f. Writing footnotes				X	R

LOCATING INFORMATION

ENCYCLOPEDIA

Activity I

Given a list of topics to be found in the encyclopedia, demonstrate the ability to use guide words, index, subheadings and cross-references to locate the topics. The encyclopedia is used extensively for information in a report in the beginning of intermediate grades. In seventh and eighth grades the student should rely upon other sources of information. However, the encyclopedia may be used in the upper grades to get an overview of his topic.

Activity II

Given a list of topics to be found in a special encyclopedia for subjects like science, music, art and sports, the student will demonstrate his ability to use guide words to locate the topics.

CARD CATALOGUE

Activity I

Given a specific topic for a report, the student will demonstrate the ability to use the card catalogue to find books and media according to the subject and will note the call numbers.

DEWEY DECIMAL SYSTEM

Activity I

Given a list of books and call numbers on a specific subject for a report, the student will be able to locate the books on the library shelves.

READERS' GUIDE

Activity I

Given a specific topic for a report, the student will be able to locate the topic according to the subject entry and to interpret correctly the information listed in the Readers' Guide to Periodical Literature according to: Abbreviations, cross references and subheads.

Activity II

From: How to Use the Readers' Guide to Periodical Literature
H.W. Wilson Company, Bronx, N.Y.

Questions and Problems

1. Does your library subscribe to Readers' Guide to Periodical Literature or to Abridged Readers' Guide? If so, which one?

2. Which back volumes does the library have? Of what use are they to you?

3. What does the word "cumulative" mean? Why are the numbers of Readers' Guide and Abridged Readers' Guide cumulated?

4. If you are looking for an article that you know appeared in a periodical sometime during the past twelve months, how many issues of Readers' Guide must you consult to find out? Which ones?

5. How many of the periodicals indexed in Readers' Guide or Abridged Readers' Guide does your library receive? Make a list of these periodicals and indicate the abbreviation by which each periodical is referred to in the Guide.

6. Suppose you have read an article but do not remember in which magazine it appeared. How would you find the name of the magazine?

7. What is a volume of a magazine?

8. Explain each part of the following subject entry.

   PATENT lawyers
   Choosing a career, patent law. H. E. Weisberger. il Chem 42:12-13 Mr 69

9. Find the author entry in the sample pages for the article cited in question 8 and copy it.

10. What does the term "see" reference mean? Find an example.

11. Find an example of a "see also" reference. What is the difference between a "see" reference and a "see also" reference?

12. Where can you find articles on guided missile bases? Venus?

13. Note the articles listed under the subject heading "pastry." Copy the entry under which you can find additional information on this subject.

14. What do the abbreviations "il," "por," and "Sports Illus" stand for? Where did you find out?

15. Find a few entries on the sample pages which contain the abbreviations given in question 14.

16. What is meant by the abbreviation "bibliog"? Explain the difference between "bibliog" and "bibliog f." Find an example of each on the sample pages.

17. In which magazines can you find reviews of the moving picture, "The Prime of Miss Jean Brodie"?

18. Under what heading can complete bibliographic information be found for an article on the Norfold and Western railway-Chesapeake and Ohio merger?

19. Where are reviews of plays listed?

20. Locate the following and copy the headings under which complete bibliographic information can be found for each:

    [a] A story entitled "Come Along with Me." In what magazine did the story appear? In which issue?
    [b] Articles about Quebec.
    [c] An article about elephants
    [d] A criticism of a play
    [e] An article on the cartoon "Peanuts."

[f] An article about Spiro Agnew.

[g] A review of the play Cities in Bezique.

[h] An address by George Romney

[i] A poem and a story by John Updike.

[j] An announcement by John Lindsay.

[k] An article which contains recipes for tarts.

[l] The title of a play by H. Kipphardt. Find the corresponding title reference. Which entry tells you where to find criticisms of the play?

[m] Two articles on x-rays. Give the names of the magazines in which they appeared. Are they illustrated?

21. Under what subject heading would you find the complete entry for "Fielding travel guides"?

22. In what two places can you find listings for an article by H. E. Weisberger about patent lawyers that appeared in the March 1969 issue of Chemistry?

23. Who wrote a damatization of one of Mark Twain's works? In which magazine did this appear?

24. Rule a page of your notebook in 5 columns, putting at the head of each column the following captions: subject heading; title of article; author; name of magazine, volume number, and paging; date that article appeared. Select one article from the sample pages on each of the following subjects and list each one in these columns, putting each item of information under the proper heading.

    Beans
    Beatles
    Yale University
    Fifteenth century
    Railroads

25. Assume that you are teaching someone how to use the Readers' Guide to Periodical Literature. Make up five questions, from the sample entries, that would test his knowledge and also show that you know how to use the Readers' Guide.

5. THESAURUS

The student should be able to use a thesaurus to expand his understanding of words and vocabulary.

6. OTHER SOURCES

Who's Who in America
International Who's Who
Current Biography
World Almanac
Newspaper Index (N.Y. Times)
Pamphlet Index
Records
Films
Filmstrips
TV programs
Interviews
Facts on File
Biographical Dictionary
Geographical Dictionary
Encyclopedia of Science
Bartletts' Familiar Quotations
Grangers' Index to Poetry

TOPICS

Activity I

In order to start in an interesting manner, the student will use a definition, quotation, example anecdote, question, general explanation of subject or example of comparison and contrast in the beginning paragraph, in order to arouse reader's interest.

Activity II

The student should be able to express the thesis statement clearly. The topic sentences should support the thesis statements. There should be enough concrete evidence to support each topic sentence. The development of the thesis statement may be accomplished by using the elements of comparison and contrast, definition and classification, cause and effect, definition and explanation and examples and details.

Activity III

The summary paragraph should either restate your thesis and summarize the main points you supported it with by: ending with a reminder of the importance of your subject, ending with an application of your idea, ending with a new question that arises from your solution of an earlier question, or ending with a humorous exaggeration about your main idea.

NOTETAKING

Activity I

From references containing information about a given topic, take notes that tell who, why, what, where, when and how.

STUDY SKILLS

NOTETAKING

Being able to take notes in an organized manner will prove to be helpful in writing and speaking.

Why do we need to learn how to take notes?

To prepare oral and written reports.

To record information from listening or reading activities. (TV programs, tapes, records, Student Council meetings, etc.)

To prepare an outline.

To save time when reviewing.

Suggestions for note taking from reading material.

Determine the topic of your report.

Locate information about your topic from books.

Carefully read the information.

Choose only the facts and ideas which are really related to this subject.

Take notes in your own words.

[Numbering notes often keeps things in the proper order.]

Be sure your notes are clearly stated and neatly written.

HOMEWORK

Listen to a TV or radio news broadcast.

Take short notes [word or phrase] so you do not miss things being said. [Abbreviations will be helpful.]

Be sure to read over notes immediately after listening to the program, so information can be added if necessary while it is still fresh in mind.

Be sure the title of the TV program is stated and the time of viewing is listed. This is to be handed in at our next class period

OUTLINE REVIEW

To start to outline an essay you must first read the work all the way through. Then decide what the main message is. [the thesis]. Then, list the main topics of the work. Then, list the sub-topics under each main topic. Then list the details under each sub-topic.

REMEMBER. . . .

Point I should summarize the points listed below it; point II should summarize the points listed below it.

Main topics should be parallel in form, and subtopics under the same topic should be parallel in form.

A topic cannot be divided into fewer than two parts.

BIBLIOGRAPHY

A bibliography is a list of books, usually about a particular subject. When you begin looking for material for a report, you will find it helpful to make a working bibliography - a list of books and articles about your topic. Making numerous trips to the card catalogue or to the Readers' Guide to look up materials wastes time. It is easier to begin your investigation by making a list of all the books and articles that you think you may want to use. You may not use every work you list, but you will save time and work anyway.

Then after you have written your report, you will need to make a final bibliography listing all the books and articles that you actually used in writing your paper. This bibliography is a way of giving credit for material borrowed from others. It is also a way of telling the person reading your report where he can find information on your subject.

In a bibliography, books and articles are listed alphabetically by the author's last name, or by the title if no author is given. As you look at the bibliography that follows, notice what information is given, how it is arranged, and what punctuation is used.

Bond, Fred. "Color Workshop: Unusual Light Angles," Modern Photography, Vol. 28 (November, 1964), 30-21

Deschin, Jacob. Say It With Your Camera, New York: Ziff-Davis, 1960

"Polaroids' New Color Film", Consumer Reports, Vol. 28 (August, 1963), 367-370

Rothstein, Arthur. "Creative Color: Art Through Photography", U.S. Camera & Travel. Vol. 28 (Feb., 1965)

Sussman, Aaron A. The Amateur Photographer's Handbook. 6th ed. New York: Crowell, 1962

FOOTNOTES

Important facts or ideas in your research paper should be supported by detailed references to the sources in which you found them. To indicate the addition of a footnote to your text, write or type a number above and to the right of the last word in a quotation or an idea taken from one of your sources. Footnotes for each page should be numbered in a series; that is, the first footnote on a page is numbered 1, the second is numbered 2, and so forth. When you move on the next page, begin the series again. The footnotes themselves are added at the bottom of a page. Plan each page so there will be enough space at the bottom to accommodate the footnotes for that page.

Be sure that you have numbered the footnotes correctly, so that each footnote reference in the body of the text has an identically numbered footnote at the bottom of the page. Within the footnotes themselves, be sure that you include all necessary items in this correct order. The correct items and order are given in the lists below. All items are separated by a comma. Each entry ends with a period.

BOOK OR PAMPHLET

1. Author's name (first name first)
2. Book or pamphlet title (underlined)
3. Page number

MAGAZINE OR NEWSPAPER ARTICLE

1. Author's name (first name first)
2. Title of article (in quotation marks)
3. Name of magazine or newspaper (underlined)
4. Page number, if magazine
5. Date
6. Page number, if a newspaper

ENCYCLOPEDIA

1. Author's name (if available)
2. Title of article (quotations)
3. Name of encyclopedia (underlined)
4. Edition (parentheses)
5. Volume and page number

EXAMPLES OF FOOTNOTES

1 Donald G. Cooley, The Science Book of Wonder Drugs, p. 101 (Book)

2 Lawrence Galton, "Do Medicines Cost Too Much." Household Magazine, p. 220-221, February, 1957. (Magazine article)

3 "Drug Tests Now Cost Millions." New York Times, September 26, 1957, p. 12. (Anonymous newspaper article)

4 William Spry, "Homestead and Exemption Laws," Encyclopedia Britannica (fourteenth edition), XL, p. 705. (Encyclopedia)

Ibid. This abbreviation represents the Latin word ibidem, meaning "in the same place." It is used instead of repeating the identical footnote immediately in succession to the same source; you have, however, referred to a different page each time. Your footnotes will appear as follows:

1 Sidney Hyman, The American President, p. 190

2 Ibid., p. 192

3 Ibid., p. 193

Op. Cit. This abbreviation represents the Latin word opere citato, meaning "in the work cited." It is used to avoid repeating a reference, but only when another reference has intervened. For instance, had the footnotes listed above been separated by another footnote, the result would appear as follows:

1 Sidney Hyman, The American President, p. 190

2 Neil Hurley, "Government by Proxy, " American, p. 98-99, October 22, 1955

3 Hyman, op. cit., p. 192

4 Ibid., p. 193

Both Ibid. and op. cit. must be underlined and followed by a period. The last name of the author must always precede op. cit., and the page number must follow.

WRITING THE RESEARCH PAPER

A STYLE MANUAL

ADELAI E. STEVENSON HIGH SCHOOL

1972 — 1973

INTRODUCTION

THE RESEARCH PAPER PRESENTS FACTS: 1] SELECTED FROM THE READING OF AUTHORITATIVE SOURCES, 2] RECORDED ACCORDING TO A STANDARD METHOD OF PROCEDURE, 3] LIMITED BY A RELATIVELY NARROW PHASE OF STUDY, AND 4] ORIGINAL IN SELECTION, EVALUATION, EXPRESSION, AND CONCLUSION. THE EVIDENCE GATHERED MAY BE USED TO SOLVE A GIVEN PROBLEM OR TO SUPPORT A THESIS STATEMENT.

THIS MANUAL IS A GUIDE TO THE STUDENT AS HE COLLECTS AND PRESENTS INFORMATION IN AN OBJECTIVE MANNER USING THE FOLLOWING STAGES OF ORGANIZATION:

I CHOOSING THE SUBJECT
II NOTE-TAKING
III WRITING THE ROUGH DRAFT
IV PREPARING THE FORMAT OF THE FINAL PAPER

I CHOOSING THE SUBJECT

THE SUBJECT OF A RESEARCH PAPER, IN SOME CASES, IS SIMPLY ASSIGNED TO THE STUDENT. AN ENGLISH TEACHER, FOR EXAMPLE, MAY ASSIGN A SUBJECT SUCH AS "THE PLACE OF PREDESTINATION IN PURITAN LITERATURE." IN OTHER CASES, THE TEACHER MAY MAKE SOME GENERAL SUGGESTIONS ABOUT SUITABLE SUBJECTS, SUCH AS "TRANSCENDENTALISM" OR "THE MODERN INDIVIDUAL," FROM WHICH THE FINAL CHOICE OF A PARTICULAR TOPIC IS LEFT TO THE STUDENT. A THIRD TYPE OF RESEARCH PROJECT REQUIRES THE STUDENT TO FORMULATE AND DEVELOP A THESIS COMPLETELY ON HIS OWN. NO MATTER WHICH TYPE OF RESEARCH PROJECT THE STUDENT ENCOUNTERS, HOWEVER, THE SAME TYPE OF RESEARCH PROCEDURE IS EFFECTIVE IN THE GATHERING OF INFORMATION AND ORGANIZATION OF IDEAS.

SINCE A RESEARCH PAPER DEMANDS A SUBSTANTIAL AMOUNT OF TIME AND EFFORT FOR THE WRITER, THERE ARE SEVERAL CONSIDERATIONS HE SHOULD MAKE IN SETTLING ON A SUBJECT. FIRST, HIS ABILITY TO INVESTIGATE AVAILABLE MATERIAL AND TO ANALYZE IT IN AN ORIGINAL WAY IMPOSES ITS LIMITATIONS. SECOND, GENUINE INTEREST IN THE SUBJECT WILL MOTIVATE THE STUDENT TO DO THOROUGH AND EFFECTIVE RESEARCH. THIRD, THE SUBJECT MUST LEND ITSELF TO SOURCES AVAILABLE IN THE SCHOOL LIBRARY UNLESS SPECIFIED OTHERWISE BY THE TEACHER.

AFTER THE STUDENT HAS DETERMINED THE SUBJECT OF HIS RESEARCH PAPER, IT MAY BE NECESSARY TO NARROW HIS SUBJECT TO A WORKABLE TOPIC. FOR INSTANCE, "SYMBOLISM IN AMERICAN LITERATURE" WOULD NOT BE SUITABLE BECAUSE A STUDY OF AMERICAN LITERATURE COVERS A SPAN OF TIME MUCH TOO LONG TO DEAL WITH ADEQUATELY IN A RESEARCH PAPER. A MORE SPECIFIC TOPIC SUITABLE FOR RESEARCH IS "SYMBOLISM IN THE WORKS OF NATHANIEL HAWTHORNE." A TOPIC MORE APPROPRIATE IN TERMS OF THE STUDENT'S EXPERIENCE AND THE TIME AND MATERIALS AVAILABLE TO HIM IS "THE SYMBOLS OF GOOD AND EVIL IN THE SHORT STORIES OF NATHANIEL HAWTHORNE."

II NOTE-TAKING

WHEN THE STUDENT IS CERTAIN OF HIS SUBJECT AND PURPOSE, HE BEGINS TO GATHER INFORMATION TO DEVELOP HIS TOPIC. TO DETERMINE THE SCOPE OF INFORMATION KNOWN ON HIS SUBJECT, THE STUDENT SHOULD CONSIDER CONSULTING ENCYCLOPEDIA ARTICLES, THE CARD CATALOG, AND RECENT ISSUES OF READERS' GUIDE. CONSULTING THE TEACHER AND LIBRARIANS FOR OTHER SPECIFIC SOURCES OF INFORMATION ON A PARTICULAR TOPIC IS FREQUENTLY ADVISABLE.

WHEN THE STUDENT IS AWARE OF MATERIAL AVAILABLE FOR USE, HE SHOULD LIST THESE SOURCES BEFORE HE BEGINS THE PROCESS OF NOTE-TAKING. IN MAKING THIS LIST, AND TO AVOID UNNECESSARY RE-CHECKING WHEN IT COMES TIME TO TYPE THE FINAL BIBLIOGRAPHY, IT IS WISE TO MAKE A COMPLETE LISTING OF ALL SOURCES WHICH MAY BE USED IN THE PAPER, WITH FULL AND ACCURATE PUBLICATION INFORMATION. IT IS BEST TO COPY THE BIBLIOGRAPHICAL INFORMATION EXACTLY AS IT APPEARS ON THE TITLE PAGE, INCLUDING AUTHOR, TITLE, PUBLISHER AND CITY AND DATE OF PUBLICATION. THE STUDENT WILL PROBABLY FIND IT HELPFUL TO MAKE NOTE IMMEDIATELY OF THE PAGES WHICH WILL BE OF USE TO HIM WHEN HE CHECKS THE SOURCE MORE THOROUGHLY FOR NOTE-TAKING.

EFFECTIVE AND THOROUGH NOTE-TAKING REQUIRES THE RESEARCHER TO FOLLOW THESE STEPS:

1. CHECK EACH SOURCE IN THE PRELIMINARY LISTING TO ELIMINATE ALL SOURCES THAT DO NOT REFER TO USEFUL MATERIAL.

2. PROCEED TO TAKE DETAILED NOTES FROM THE SOURCES THAT REMAIN.

   A. USED RULED INDEX CARDS, 3 X 5 OR 4 x 6 INCHES IN SIZE.
   B. COVER ONLY ONE POINT ON EACH CARD: WRITE ONLY ONE NOTE ON IT.
   C. INDICATE THE POINT IN THE UPPER LEFT-HAND CORNER SO THAT THE CARDS CAN LATER BE FILED ACCORDING TO THE POINTS COVERED ON THEM.

D. NAME THE EXACT SOURCE ON THE CARD:

[I] FOR A BOOK OR A PAMPHLET, GIVE AUTHOR, TITLE (OR ENOUGH OF IT TO IDENTIFY IT), AND PAGE.

[II] FOR A MAGAZINE ARTICLE GIVE ALSO THE VOLUME NUMBER AND THE DATE.

[III] IF IT IS AN ENCYCLOPEDIA ARTICLE, GIVE THE NAME OF THE ENCYCLOPEDIA, THE EDITION, THE VOLUME NUMBER AND THE PAGE.

E. USE DIRECT QUOTATIONS TO INCLUDE AN AUTHOR'S EXACT WORDING. AVOID TOO MANY QUOTATIONS. TO INDICATE THAT IRRELEVANT WORDS OR PHRASES WITHIN A SENTENCE HAVE BEEN OMITTED, USE ELLIPSES: THAT IS, THREE DOTS (. . .). IF THE OMISSION COMES AFTER A COMPLETE SENTENCE, USE FOUR DOTS: THAT IS, INCLUDE THE SENTENCE PERIOD.

F. MOST OF THE NOTES SHOULD BE BRIEF PARAPHRASED STATEMENTS. FOR THESE, DO NOT USE QUOTATION MARKS. COMPLETE SENTENCES NEED NOT BE USED, BUT CARE SHOULD BE TAKEN TO MAKE THE NOTES EXACT AND CLEAR.

NOTE CARD WITH DIRECT QUOTE

HEMINGWAY'S THEMES

"ADVENTURE, OFTEN DANGEROUS, WAS HEMINGWAY'S CHOSEN WAY OF LIFE, AND HIS WRITING DEALT LARGELY WITH ACTION, VIOLENCE, AND DEATH. WHEN HE FOUND THEMES TO MATCH HIS SKILL, HIS WORK MADE HIM ONE OF THE MOST INFLUENTIAL AUTHORS OF HIS CENTURY."

ENCYCLOPEDIA AMERICANA, (1965 ED.)
VOL. 14, P. 8

NOTE CARD WITH PARAPHRASED INFORMATION

HEMINGWAY: USE OF IRONY

A GOOD EXAMPLE OF THE USE OF IRONY OF SITUATION IS IN HEMINGWAY'S SUPPOSEDLY PLOTLESS "OLD MAN AT THE BRIDGE" WHICH HAS AN OUTCOME OF EVENTS OPPOSITE OF WHAT SEEMS FITTING OR ANTICIPATED.

EVELYN E. MILLER, "A TRILOGY OF IRONY,"
ENGLISH JOURNAL, 59 (JANUARY, 1970, P.59.

III WRITING THE ROUGH DRAFT

ONCE THE ASK OF NOTING SUITABLE INFORMATION ABOUT THE SUBJECT FROM ALL POSSIBLE SOURCES HAS BEEN COMPLETED, THE PAPER CAN BEGIN TO TAKE SHAPE. THE NOTE CARDS CAN BE SORTED ACCORDING TO THE HEADINGS SO THAT INFORMATION ON ONE TOPIC FROM SEVERAL SOURCES CAN BE EASILY LOCATED. THIS ALSO CAN HELP THE WRITER ORGANIZE THE INFORMATION INTO AN OUTLINE FROM WHICH THE HEADINGS CAN BE TAKEN FROM THE HEADINGS ON THE CARDS.

THE PAPER SHOULD BEGIN WITH AN INTRODUCTION WHICH STATES THE DIRECTION AND LIMITATIONS OF THE TOPIC. THIS MEANS THAT THERE MUST BE A STATEMENT OF PURPOSE INDICATING THE WRITER'S INTEREST IN THE SUBJECT AND HIS ABILITY TO DEAL WITH IT IN TERMS OF HIS EXPERIENCE AND THE MATERIAL AVAILABLE. THE PURPOSE CAN BE FURTHER CLARIFIED BY INDICATING SOME STRUCTURAL CLUES BY WHICH THE REST OF THE PAPER WILL BE DEVELOPED. THE CONTENTS OF THE INTRODUCTION, OF COURSE, WILL DEPEND UPON THE PARTICULAR TYPE OF TERM PAPER ASSIGNED.

THE BODY OR MAJOR PORTION OF THE PAPER FOLLOWS THE STATEMENT OF PURPOSE ACCORDING TO THE PLAN SUGGESTED IN THE INTRODUCTION. THE PAPER IS BROUGHT TO A POINTED CONCLUSION BY SUMMARIZING THE RESULTS OF THE RESEARCH TOGETHER WITH PERTINENT APPLICATIONS FOR THE READER. ANY RESEARCH PAPER REQUIRES THE STUDENT TO STUDY ALL AVAILABLE MATERIAL AND AVOID PERSONAL BIAS IN THE SELECTION OF FACTS AND DRAWING CONCLUSIONS. THIS CONSCIENTIOUS ATTITUDE OF THE STUDENT IS ALSO REFLECTED IN THE FORMAL AND OBJECTIVE STYLE OF WRITING AS HE PRESENTS HIS FINDINGS THROUGHOUT THE WHOLE RESEARCH PAPER. SUCH A FORMAL STYLE AVOIDS THE USE OF SLANG TERMS, CONTRACTIONS, AND THE USE OF FIRST AND SECOND PERSON PRONOUNS (E.G., "YOU" "I" "ETC.")

WHEN WRITING THE ROUGH DRAFT, IT IS NECESSARY TO GIVE CREDIT FOR WORDS AND IDEAS USED FROM SOURCES. EVERY IDEA THAT IS LEARNED FROM ANOTHER SOURCE MUST BE DOCUMENTED. EVERYTHING THAT THE STUDENT DOES NOT THINK OF FOR HIMSELF, OR OBSERVE HIMSELF, OR THAT IS NOT COMMON KNOWLEDGE, MUST BE DOCUMENTED FOR TWO REASONS. THE FIRST REASON IS HONESTY, IN ACKNOWLEDGING THAT THE IDEA IS SOMEONE ELSE'S: THE SECOND IS VERIFICATION, SO THAT ANY READER INTERESTED COULD GO TO THE ORIGINAL SOURCE FOR MORE INFORMATION. FAILURE TO PROVIDE ACCURATE FOOTNOTES IS DISHONEST, BECAUSE IT FALSELY CLAIMS ORIGINALITY, AND CONCEITED, BECAUSE IT DEMANDS BELIEF WITHOUT AUTHORITY.

DOCUMENTATION OF SPECIFIC ITEMS IS TO BE HANDLED AT THE END OF THE QUOTED MATERIAL PARENTHETICALLY WITHIN THE TEXT OF THE PAPER IN THE FOLLOWING MANNER:

> "CONTROL OF LANGUAGE PLAYS AN IMPORTANT ROLE IN SOME ANTI-UTOPIAS. NOT ONLY ARE PRIVATE CONVERSATIONS MONITORED AND AND RECORDED: IN CERTAIN "UTOPIAS" EVEN THE STRUCTURE AND VOCABULARY OF THE LANGUAGE ARE OFFICIALLY ALTERED OR PURIFIED." (4, P.45)

IN THE EXAMPLE ABOVE, THE FOOTNOTE FOLLOWS IMMEDIATELY AFTER THE IDEA LEARNED. THE FIRST NUMBER REFERS TO THE CORRESPONDING ENTRY IN THE BIBLIOGRAPHY, GIVEN TOGETHER WITH THE PAGE NUMBER FROM WHICH THE MATERIAL IS TAKEN. OBVIOUSLY, THE IMPORTANCE OF THE WORDING WILL DETERMINE WHETHER THE EXACT WORDS OF THE SOURCE WILL BE QUOTED DIRECTLY OR THE WORDS OF THE AUTHOR WILL BE PARAPHRASED.

IV PREPARING THE FORMAT OF THE FINAL PAPER

THE FINAL PAPER MUST BE VERY NEAT AND READABLE. TO ACCOMPLISH THIS, THE FOLLOWING STEPS SHOULD BE FOLLOWED:

A. THE PAPER MAY BE HANDWRITTEN (IF YOUR INSTRUCTOR SO ALLOWS).

1. USE WIDE-LINE, WHITE THEME PAPER
2. WRITE ON EVERY OTHER LINE. THIS ALLOWS COMMENTS TO BE WRITTEN IN EASILY.
3. USE THE BEST PENMANSHIP POSSIBLE AND BLUE OR BLACK INK.
4. USE THE GENERAL FORMAT WHICH IS DESCRIBED IN THE TYPEWRITER COPY AS CLOSELY AS POSSIBLE.

B. A TYPED PAPER IS BOUND AT THE LEFT-HAND SIDE.

1. USE THE FOLLOWING MARGINS AS DESCRIBED:

    A. THE LEFT MARGIN SHOULD BE 1½ INCHES WIDE (PICA, 15 SPACES: ELITE, 18SPACES). THIS EXTRA ½ INCH WILL BE TAKEN UP WHEN THE PAPER IS STAPLED.

    B. THE RIGHT MARGIN SHOULD BE 1 INCH (PICA, 10 SPACES; ELITE 12 SPACES).

    C. THE TOP MARGIN OF PAGE ONE SHOULD BE TWO INCHES (12 BLANK LINES)

    D. THE TOP MARGIN OF SUBSEQUENT PAGES SHOULD UNIFORM WITH A ONE INCH MARGIN. (6 BLANK LINES)

        1. LEAVE AT LEAST TWO LINES OF A PARAGRAPH AT THE BOTTOM OF A PAGE.

        2. CARRY OVER TO THE NEXT PAGE AT LEAST TWO LINES OF A PARAGRAPH.

        3. NEVER DIVIDE A WORD AT THE BOTTOM OF A PAGE TO CARRY THE REST OVER TO THE NEXT PAGE.

2. SET THE MACHINE ON DOUBLE SPACING FOR THE CONTENTS OF THE PAPER.

    A. SINGLE SPACE QUOTED MATERIAL OF FOUR OR MORE TYPEWRITTEN LINES

3. EACH PAGE SHOULD BE NUMBERED.

   A. ON PAGE ONE, THE NUMBER IS CENTERED ½ INCH (3 BLANK LINES) FROM THE BOTTOM OF THE FIRST PAGE.

   B. SUBSEQUENT PAGES SHOULD BE TYPED ½ INCH (3 BLANK LINES) FROM THE TOP OF THE PAPER AT THE CENTER OR AT THE RIGHT MARGIN.

4. THE BIBLIOGRAPHY WILL BE LAST PAGE OF THE FINAL PAPER AND NEED NOT BE NUMBERED.

   A. CENTER THE WORD, BIBLIOGRAPHY, ON LINE 13 FOLLOWED BY A TRIPLE SPACE.

   B. EACH REFERENCE IS LISTED IN ALPHABETIC ORDER.

   C. EACH REFERENCE IS SINGLE SPACED WITH DOUBLE SPACING BETWEEN REFERENCES.

   D. THE FIRST LINE OF EACH ENTRY SHOULD START AT THE LEFT MARGIN; ALL SUCCEEDING LINES SHOULD BE INDENTED FIVE SPACES. EACH BIBLIOGRAPHICAL ENTRY SHOULD BE NUMBERED.

5. THE TITLE PAGE IS THE FIRST PAGE AND IS NOT NUMBERED. THE FOLLOWING EXAMPLE IS ONE STYLE WHICH MAY BE USED.

SYMBOLS OF GOOD AND EVIL

IN THE SHORT STORIES OF

NATHANIEL HAWTHORNE

BY

JOHN A. STUDENT

ENGLISH III CLASS 3-6

JUNE 8, 1973

EXAMPLE OF A BIBLIOGRAPHY

1. "AIDING THE ARTS" THE MILWAUKEE SENTINEL, JANUARY 15, 1963, P. S. (FOR AN UNSIGNED NEWS STORY)

2. BAKER, CARLOS. ERNEST HEMINGWAY: A LIFE STORY. NEW YORK: CHARLES SCRIBNER'S SONS, 1969, PAGES 1-8. (FOR A BOOK BY ONE AUTHOR)

3. BROCKWAY, WALLACE, AND WEINSTOCK, HERBERT. THE WORLD OF OPERA. NEW YORK: PARTHEON BOOKS, 1962, PP. 60-65. (FOR A BOOK BY TWO OR MORE AUTHORS)

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WRITING RESEARCH PAPERS

What is the purpose for writing a research paper?

Stages of Development

1. Determine your topic. Have it approved. (It might be advisable to limit your topic if it is too broad).

2. Browse! Determine whether there is enough available information. If there isn't, change your topic!

3. Where will you look for information on your topic? Card catalogue, Readers' Guide, "Special" Encyclopedias, Reference books, Pamphlet File, Interviews, Tapes, Films, Filmstrips and Newspaper Indexes.

4. After you have located many sources of information, read and take notes on notecards. Write brief, concise notes. Don't copy! Just write enough to help you remember what you've read. Be sure to include the necessary information concerning where you received your information.

Periodical:	Name of article, author, title of magazine, and specific page number.
Book:	Title of book, author, publisher, publication date, location of publisher and page number.

5. Organize notecards into subject (topic) areas. Note cards due________________.

6. Formulate outline of paper. You may wish to organize it according to:

   I Introduction
   II Body
   III Conclusion

7. Write rough draft. (Due____________________.)

   Thank of an interesting way to write an introduction. Use an anecdote, example, definition, question.

   Include all of your evidence in the body. Be sure not to state any opinions in this part! Use the past tense when presenting your information.

   The purpose of the conclusion is to "pull everything together" and to draw your own conclusions. Remember, this is the section to present your views and opinions, but do not become opinionated!

8. Select an appropriate title for your paper.

9. Proofread, proofread, proofread, before you hand in your rough-draft. Ask yourself: Did I say what I wanted to say? Did I say it in an interesting manner? Did I skip any words? Did I use formal language instead of slang? Di I have any run-on sentences? Did I check the spelling of words about which I was unsure? Did I "over-use" any words? If so, did I use a Thesaurus?

10. Did I use transitional phrases to provide continuity to my paper? (Be sure to place a comma after each transitional phrase)

    However,
    For example,
    In spite of this,
    There's always ______,
    Also, Further more, Therefore,
    In addition, On the other hand,
    Meanwhile, In contrast,

11. Footnotes: Place number after statements that are not original Place same number at bottom of page. (See "footnote supplement" as to the proper form for footnotes.)

12. Write bibliography which is inserted after the text. (See "bibliography supplement" as to the proper form.)

13. Check format: Table of Contents; Pages should be numbered in the center-top; Write in ink on one side of the paper; Title page should include title of paper, your name, and date.

14. Turn in rough draft so that your instructor may add her suggestions form improvement.

15. Revise, revise, revise into formal draft.

Due:______________________________

REFERENCE

Copies of the booklet, "Researching and Reporting" by Robert and Mary Lou Burch, Xerox Corporation, 1973, is available for check-out from the Reading Lab.

AVAILABLE MEDIA -- JUNIOR HIGH/UPPER

LANGUAGE

K-194	Images & Imagination	Sound FS
IM-552	Outlining Skills	Transparency
K-319 a-e	Language: the mirror of man's growth	Sound FS
K-326 a-f	Linguistic backgrounds	Sound FS

WRITING

K-171h	Composition topics	FS
K-171a	Developing concrete details	Sound FS
K-171c	Journal-keeping for writers	Sound FS
K-172b	Methods of developing a paragraph	Sound FS
K-172c	Methods of organizing a paragraph - Part I	FS
K-172d	Methods of organizing a paragraph Part II	FS
K-172a	Planning a paragraph & creating a topic sentence	Sound FS
K-171b	Revising the composition	Sound FS
K-171d	Sample journal entries	Sound FS
K-171e	Stop looking & start seeing	FS
K-171g	Tips on writing the news story	
K-171f	Tips on writing the short story	

POETRY

K-314b	A closer look	#523-447 35mm/cassette
K-317c	Lyric poetry	#U-3305 sound FS
K-317d	Narrative poetry	#U-3304 sound FS
K-315c	Short poems Part I	#179-C FS
K-315d	Short poems Part II	#179-D FS
FS704-709	Understanding poetry	#2810000 FS
K-314a	What is poetry	#523-447 Sound FS
K-316 a-f	What to look for in poetry	Sound FS

II LISTENING OBJECTIVES -- INTERMEDIATE/UPPER

A. LITERAL - RECALL

	GRADE				
	4	5	6	7	8
Objective: Given a one or two paragraph oral presentation, the student should be able to demonstrate his recall of the material by answering factual questions.	R	R	R	R	R
Objective: Given a short oral presentation, the student should be able to summarize the content.		X	R	R	R
Objective: Given a short oral presentation, the student should be able to summarize the material in correct sequence.			X	R	R
Objective: Given 2-5 directions orally, the student should be able to accurately follow the directions	R	R	R	R	R
Objective: Given an oral presentation, the student should be able to take notes in written form.			X	R	R

B. INFERENTIAL - INTERPRETATIVE

	4	5	6	7	8
Objective: Given a short oral presentation, the student should be able to recognize the main idea and details.	R	R	R	R	R
Objective: Given a short oral presentation, the student should be able to identify descriptive phrases as describing action, painting visual pictures or denoting sounds by retelling the specific items.			X	R	R
Objective: Given a short oral presentation, the student should be able to state the speaker's purpose.	R	R	R	R	R
Objective: Given a short oral presentation, the student should be able to predict an outcome.	R	R	R	R	R
Objective: Given an oral presentation, the student should be able to analyze the message by correctly identifying the mood of the speaker by the tone of his voice and his body language.	R	R	R	R	R

			GRADE		
	4	5	6	7	8
Objective: Given a short oral presentation, the student should be able to identify the cause of a given effect, or identify the effect of a given action.	R	R	R	R	R
C. CRITICAL - EVALUATIVE					
Objective: Given an appropriate oral presentation, the student should be able to differentiate between fact and opinion.			X	R	R
Objective: Given a taped radio newscast, the student should be able to recognize bias statements containing loaded words, exaggerations, and opinions presented as facts.				X	R
Objective: Given an oral presentation, the student should be able to correctly draw conclusions.	R	R	R	R	R

SUGGESTED LISTENING SKILL ACTIVITIES -- INTERMEDIATE/UPPER

1. What Happens Next? Read aloud part of a story which is unknown to the pupils and have them suggest what will happen next.

2. Poem of the Week Have a corner or carrel in a corner of the room. The child sits at the booth and listens to a poetry tape. He may illustrate the poem on a piece of paper.

3. Following Directions The group is divided into 2 or 3 teams. The teacher gives a series of directions, perhaps three or four specific things to do. Each child who can follow the directions accurately and in order scores one point for his team.

4. Supply the Word The teacher reads a selection, omitting one or more word in each sentence. Have them tell the missing word.

5. Distractions Discuss with the group the fact that listening efficiency is cut down by distractions. Have group list things that interfere such as noise, talking, alternative activities, and competing centers of interest.

   If possible, add one way to overcome each type of distraction.

6. *Telephone* First child whispers a statement to the child next to him who passes this to the next child and so on until the last child repeats the statement aloud.

7. *Adding to Tall-Tales* Several groups of five or six pupils may be formed to tell tall tales. After group consultation about a theme, the leading storyteller of the group should open the tale with an incident to which each member of his group will listen and in turn add a new incident.

8. *Listening to Catch Absurd Details* Divide the group into partners and ask each pair to prepare a paragraph of two or three sentences in which one word or idea is obviously absurd. The paragraphs are to be read to the class or group and they try to find the absurdities.

9. *Advertisements* From magazines and newspapers at home have students clip ads that depend on verbal messages to sell their product. Have the pupil read his clipping to the group, if possible, in manner of a radio or television commerical. A discussion of the language used and the need of critical listening may result.

ADDITIONAL ACTIVITIES

Listening Skill Tapes
Records

Radio
Lectures
Note-taking
Oral Tests

Tongue Twister
Oral Plays

Critiques or presentations
Storytime
Story dictation

III SPEAKING OBJECTIVES - INTERMEDIATE/UPPER

A. PRESENTATION SKILLS

Objective: Given a list of topics, the student will select one and should be able to prepare an oral presentation according to the following criteria:

		GRADE				
		4	5	6	7	8
1.	Demonstrate poise, eye contact, appropriate gestures	R	R	R	R	R
2.	Vary the pitch, volume and intonation of his voice when participating in formal conversation.				X	R
3.	Vary oral vocabulary usage according to the situation and the expectation of the listener.		X	R	R	R
4.	Use correct grammar in oral presentation	R	R	R	R	R
5.	Locate source (s) for information on the topic		X	R	R	R
6.	Take notes on the topic		X	R	R	R
7.	Prepare an outline		X	R	R	R
8.	Assemble any necessary AV aids	R	R	R	R	R
9.	Demonstrate courteous behavior	R	R	R	R	R

B. FORMS OF ORAL EXPRESSION

1. Individual Presentations

Objective: Given an appropriate situation, the student should be able to demonstrate the following forms of individual oral expression:

		4	5	6	7	8
a.	Give oral directions	R	R	R	R	R
b.	Retell a story	R	R	R	R	R
c.	Retell an event	R	R	R	R	R
d.	Orally summarize information	R	R	R	R	R
e.	Informally introduce a person	R	R	R	R	R
f.	Formally introduce a person			X	R	R
g.	Report orally	R	R	R	R	R
h.	Give a speech to entertain				X	R
i.	Give a speech of demonstration			X	R	R
j.	Give a speech to persuade					X
k.	Interview another person	R	R	R	R	R
l.	Respond orally to specific questions with appropriate answers	R	R	R	R	R
m.	Give a speech of personal experience	R	R	R	R	R
n.	Pantomine accurately a given situation	R	R	R	R	R

2. Group Presentations

Objective: Given an appropriate situation, the student should be able to participate in the following forms of group oral expressions:

	GRADE				
	4	5	6	7	8
a. Role Playing	R	R	R	R	R
b. Group Discussion: debate, panel, roundtable					X
c. Dramatic presentation	R	R	R	R	R

SUGGESTED SPEAKING ACTIVITIES

1. Interviewing

a. Interview a classmate and then introduce him to the class.
b. State a "Broadcast" -- students interview each other on a mock radio broadcast -- on tape recorder or over p.a. system.
c. Take a survey of class members on any topic and orally present results to class.
d. Interview a parent.
e. Determine questions to be asked the interviewee in a group situation.

2. Group Discussion

a. Debates
b. Brainstorming on a project or topic while a student takes notes.
c. Invite a person to class and have a panel interview him before the class.
d. Solving a given problem through group discussion
e. Conversation groups with designated group leader (also good to analyze roll-playing)
f. Panel discussion with preparation

3. Dramatics

   a. Puppet shows

   b. Individual or group presentation of an original scene.

   c. "On the spot" dramatization of a situation determined by the teacher. (EX: "You are walking to school and see smoke on a roof. Soon you see a spurt of fire. Run to the door and let the person who lives inside know about it.")

   d. Dramatize a social situation (EX: How to ask for a job.)

   e. Dramatize historical event. Read about an event, child writes a skit and creates a scene. (EX: men around a campfire at Valley Forge.)

   f. Storytelling as a character from the story.

   g. Act out (Read passage from book)

   h. Spontaneous role-playing

   i. Choral reading of poetry

   j. Advertise a product "on the spot".

   k. Making an experience chart

   l. Interpretation of pictures

4. Oral Games

   a. Tongue-twister reading contest
   b. Telephone game
   c. Sentence completion games
   d. Add on to a story ("On my way home, I bought apples, bananas, cakes . . . .)

5. Speech Making

   Presentation Skills:

   a. Wait until the audience is ready.
   b. Stand naturally, not stiffly or slouching.
   c. Speak slowly and distinctly.
   d. Speak loudly.
   e. Know your material.
   f. Look at your audience.
   g. Be enthusiastic
   h. Finish your speech before starting to your seat.

Name: ______________________

Date:

Speech Number									
Waited until the audience was ready									
Stood correctly									
Spoke slowly & distinctly									
Spoke loud enough									
Knew the material									
Looked at the audience									
Was enthusiastic									
Finished speech before starting to seat									